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ABSTRACT

Major addresses presented at the 13th Seminar for College and University Leaders in Continuing Education are provided in these proceedings. The addresses are as follows: "Seminar Preview" by Russell J. Kleis; "Welcome" by Armand L. Hunter; "The Continuing Education University" by Charles E. Perry; "Major Problems Facing the University: Internal and External" by John E. Cantlon; "Undergraduates: New Life Styles for Lifelong Learning" by D. Gordon Rohman; "American Business--Partner with Professors" by Joseph H. Harless; "Community Cooperation and Involvement" by Robert C. Anderson; "Patterns of Change in the United States, Where Will We Be Ten Years from Now?" by George Hay Brown; "Continuing Education--The New Needs and People, a View from the Legislature" by Gerald A. Faverman; "A Foundation Executive Views the Future and Continuing Education" by Russell G. Mawby; and "Lifelong Education in the Pluralistic University" by Clifton R. Wharton, Jr. A Program Roster is provided. (DB)

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New Life Styles for Continuing Education

Proceedings for 13th Conference
for College and University Leaders
in Continuing Education

Michigan State University
1971

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INTRODUCTION

Traditions influenced the planning of Michigan State University's 13th Seminar for College and University Leaders in Continuing Education. But rather than calling for conformity with the past, these traditions dictated change, not only in the plans but as the theme.

This series' seminars have always dealt with continuing education concerns of both the present and future. When the 13th seminar's planners began selecting a prime concern which would be shared in colleges and universities across the nation, their choice came quickly. Noting the seminar's traditions and their own experiences as leaders in a variety of continuing education programs, they saw change as the natural theme for 1971. No problem looms larger in the field of education and continuing education in particular than the ever-increasing need for adjusting to changes. Educators find their lives changing so rapidly that they are hard pressed just to adjust to what has happened. Few find time to prepare for future changes. This is where the seminar could be important to them. They could use help in developing the insights needed to be ready for the "New Life Styles in Continuing Education."

Who could help the conferees develop such insights? First, the planners sought educators who had shown leadership and innovative talents in handling enforced changes and could relate their thinking and experiences. But a meeting of educators would not be enough--too many changes in the field of education result from outside pressures. The seminar needed to share knowledge of what was happening, planned, and expected in government on both state and national levels and in business. So knowledgeable representatives from government and business, especially those agencies which deal with education and change, became required resources for the seminar. And the conferees must be considered prime resources. Arrangements must be made so that they could compare notes on their problems of today and ideas about the future.

Traditionally, these seminars' formats have been molded to fit current needs or innovations promising greater efficiency so the way was clear to develop a program capable of accommodating all the suggested speakers and opportunities. The results seemed to be very popular with the conferees. After each major presentation the speaker and conferees gathered for coffee and "talk back" sessions which developed questions and answers on points in the addresses or the speaker's field of expertise. Then the conferees had small group discussions on the speaker's topic and their experiences and ideas regarding it. And the program gave them periods for visiting specialists on the campus or in the nearby state government offices or for taking advantage of their visit to MSU and mid-Michigan in some other way.

Another tradition dictated this final effort toward making the seminar a meaningful experience for the participants. These proceedings are published to preserve all the major addresses for review and reference.

Michigan State University's tradition of continuing education seminars with important topics, innovative programming, and service is already at work again. Even before these proceedings went to press, another committee of Continuing Education Service staff had begun planning the 14th seminar.

Previewing the 13th Seminar for College and University Leaders in Continuing Education was quite a natural task for Professor Russell J. Kleis, director of graduate studies in continuing education at MSU. He was one of the most active planners of this seminar, just as he has been for each one in the series. Most of his more than 30 years at the University have been involved with its continuing education programs, including stints as a teacher of short courses and then assistant to the director of the Institute of Short Courses, a predecessor of the Continuing Education Service.

SEMINAR PREVIEW

By RUSSELL J. KLEIS

Our mission for the next 20 minutes is to consider what we shall be considering--and how and in what format--during the next 72 hours.

Lawrence E. Dennis in his provocative presentation before the 1971 meetings of the American Association for Higher Education predicted:

> ...the President of the United States will proclaim the establishment of the University of North America, a confederation of several radically different regional higher education institutions and agencies that will have come into being during the 1970's in the United States, Canada, and Mexico. These new regional institutions will shape the course of events in higher education on this continent during the last quarter of the twentieth century. They will have originated in the late 1960's and early 1970's from the concept of the open university, a multimedia approach to continuing higher education. Pioneered in Great Britain and Japan, the open university will be brought into being in the United States in the next half decade through the combined efforts of national educational organizations (such as the American Association for Higher Education and the National Commission on Accrediting), national examining agencies (such as the College Entrance Examination Board and the American College Testing Program), national public broadcasting organizations (such as the Corporation for Public Broadcasting and the National Association of Educational Broadcasters), and regional consortia of junior colleges, colleges, universities, and public broadcasting stations.
>
> In announcing the birth of the University of North America, the President will acknowledge a debt of thanks to the leaders of the Corporation for Public Broadcasting, who in 1970 began to ask these

questions: What is at the other end of Sesame Street? Why can't broadcasting make learning just as exciting and meaningful for adults as that magnificent television program does for children? What should the Corporation for Public Broadcasting and other national educational agencies be doing to help colleges and universities transform continuing education into something truly excellent and worthwhile? The answers to these questions were there all the while. We in higher education had only to part the underbrush to put the answers together: at the other end of Sesame Street stood the open university, another idea whose time had come.

In the late summer of 1964 President Lyndon Johnson convened a White House conference of leaders of American higher education, most of them presidents of state and land grant universities. Earlier in the same summer he had, in an address at the University of Michigan, described his plan for a "Great Society" and the role to be played by education and educators in that plan. Later, at the dedication of the Irvine campus of the University of California, he was to endorse the idea of a federally subsidized urban extension service. The White House conference, in the context of these pronouncements, was addressed to the question, "What can and will the leadership of America's great colleges and universities do to reorient higher education toward resolving the problems and realizing the potential of America and Americans in the closing third of this millenium?"

Presidents Miller, Gross and Shannon were designated by Dr. Fred Harrington, then president of the University of Wisconsin and of the National Association of State Universities and Land Grant Colleges, to prepare a working paper for the fall meetings of the association. That paper identified major forces in our society which render obsolete many of the pre-suppositions and structures of American higher education and it recommended a national effort of the association to clarify the "Role of the Public University in Public Affairs." That effort, finally funded and undertaken, employed Dr. James Bonnen of our own faculty as director. The heart of Dr. Bonnen's conclusion is a Venn diagram showing one-level, two-level and three-level relationships among research, instruction, and responsible behavior as a corporate citizen within the social surround; and the heart of hearts, as it were--the central role of the public university in public affairs is to be seen at the point of three-level overlap where teaching, research and responsible citizenship intersect and interact.

Dr. Kenneth Galbraith calls our attention to one facet of that three-level responsibility in what he calls a national technostructure. He points to the role of higher education in a technostructure which involves multi-company corporations and multibank holding organizations which exercise pervasive control over markets and media--and in turn upon public policy and upon education itself.

Senator Lee Metcalf gives one some little considered but very real concrete evidence of this involvement when he reports that 53 American universities own blocks of stock so large as to provide powerful potential for control over 85 electric utilities and balance of power potential in almost as many more energy supplying corporations. Ed Riddick asks pointedly whether we may appropriately view these investments as only investments, abdicating our votes through proxies to management, or whether we see them as significantly related to issues and priorities of national concern--poverty, race, and war or for innovative efforts at serving the quality of life of human beings in our society and others.

Charles Silberman points out that the media component of the technostructure has "...played a major role in forcing poverty, racism, and bloodshed over the threshold of our awareness; we are the first nation in history to watch war in the comfort of our bedroom or living room." He also reminds us that the productive components of the technostructure yield affluence but leave many old problems unsolved and create a number of new ones. It makes possible the reduction of poverty and the expansion of convenience at the expense of congestion and pollution. It widens enormously the range of choices and forces us, in choosing, to confront questions of meaning and purpose in life, meanwhile destroying the faith that once provided answers to those questions.

It is, in fact, the range of choices that confront us--and the frequency and force with which they do it--that call upon us all to find new vehicles and new levels of effectiveness to bring relevant knowledge to bear upon life "where it's at."

In earlier times, most earlier times, men inherited their occupations, their religion, their social statuses and their life styles; their wives were selected for them, or the range of selection was sharply limited; their identities were more products of circumstance than of preference; and the struggle to survive left little time or energy to question any of these. In our time it is always possible and generally necessary for one to choose his occupation and to find a job, at least once, and for many of us,--two to six or seven times, his wife, at least once, his home, from one to 10 or more times, the number--and soon the sex, color and personality of his children, his religion, political affiliation, investments, friendships, allocation of income, position on community and national issues, whether to use phosphate detergents, whether to own or lease a car, how to vote on mass transit proposals, to bus or not to bus, and what, in an increasingly interdependent society, is the appropriate balance between property rights and human rights when tradition and precedent--or even scripture--seem to fail of either direct application or appropriate interpretation.

And the burden of choice is a heavy one, not only for its frequency but for its consequences. We have learned anew what Shakespeare meant, that "Time makes ancient good uncouth." Consistency, once a virtue, has become, for most, a memory. Integrity itself is often under assault. The moderate at points of social tension learns that in social conflict, as in war, bridges are often burned early. For the individual, the community and the state, identity is really a composite of choices--a running, changing, cumulative composite. This is the place where choices with great frequency and great consequence are being made--this is "where it's at," and this is where education--higher education--is called upon to be, and this is what we are called upon to consider, as colleagues consulting together, where it's at, and when and how best to be there.

Clark Kerr in his "Destiny--Not So Manifest" argues that higher education in the United States is entering a second and great climacteric. He flashes back over a third of a millenium and illuminates two eras of manifest destiny. The first, nearly two centuries long, served the great forces unleashed by the Renaissance and the Reformation. The old culture and the new religious morality were focused, via an upper middle class elite, into the historic professions of law, medicine, and ministry. Oxford and Cambridge provided the model of the small residential college with its single curriculum.

Then came the first climacteric--50 years of it.

Students rebelled, principally at in loco parentis and the fixed curriculum. One half of Harvard's 1823 senior class was expelled, and one half graduated. The German notions of elective courses, higher academic expectations, and research disrupted the honored and placid patterns. State universities, not free of religious influence, but pluralistic in that influence, were rising. The heresies of public control--even of church supported colleges and of mass education ran rampant. "Godlessness," research, practical studies, and American provincialism raised havoc with the old order of things. And the crowning insults of federal intrusion through the land-grant route and the selection of Eliot by Harvard and Gilman by Johns Hopkins produced, in the 50 years 1820-1870, the new American university.

That was the first period of unbalance, confusion, conflict, and renewal.

The century that followed--and that has just now closed--has brought that renewal full cycle. America's manifest destiny was to develop a broad band of freedom for a broad band of her citizens across a broad band of a continent. And higher education enlarged both its scope and its function as it served the mission of the nation and the college: "success." Industry grew; efficiency was served; power was accumulated; populism flourished. The college population swelled from 2 percent to more than 50 percent of the college age group and science and research became religion and ritual.

And now we enter the second climacteric, a new time of trouble.

Through the past three periods, a third of a millenium, three things have been true:

1. The country and the college have been highly compatible. Both have indeed changed, and there has indeed been conflct; but the changes have been in consistent directions, and the conflicts have concerned means, not ends.
2. There has been a constant public belief in and support of colleges. Every state, yes, every town of major size, has established and maintained one or more. Families have looked upon college as the key to the better life--even those families who could not reach the key.
3. Higher education has been a major growth point in our culture--and more recently in our economy. For 100 years enrollments have doubled approximately every 15 years. And prospects are that the rate of growth will continue through this decade, then cease for at least a decade.

We are beginning to know trauma. And we shall know more of it.

1. Resources are limited--and likely to be more so.
2. Science and research are becoming suspect.
3. Dissent, formerly concentrated in mining towns, farmer organizations, factories, and trade unions, is now flooding onto the campus, and the public in general does not like dissent,--and especially it dislikes supporting it through taxes.
4. The meritocracy of learning is seen as opposed to the democracy of the public forum. Witness the anxiety of the college town with the lowered age of majority and court changes in the locus of legal residence!
5. Fear is growing about new campus life styles, and their impact upon the children of the "straight" public.
6. Divisiveness and polarization are increasing and will increase as minority groups and minority views come into contention on campus.
7. We seem to be witnessing major changes in value patterns and styles of thought not unlike those of the first 50-year climacteric:

   from self denial to self gratification,
   from saving to immediate consumption,
   from hard work to sensate pleasure,
   from technology to political thought,
   from preparation for the future to enjoying the pleasures of the present,
   from self advancement to development of ideology.
8. Governance is in dispute.
9. Financing is in doubt, and the question of whether education is a commodity to be possessed--and hence purchased--by the student, or a social investment to be made and enjoyed by the community, seems progressively to be decided in favor of the concept of commodity.

10. And for our immediate purposes--of greatest concern--the proper function of higher education are called in question. Who should be served? On what terms? Shall we continue, with few questions, to do anything for the powerful? What is our responsibility to the powerless? Must our budgets direct our priorities? Is our mission the support and enhancement of the status quo?

11. Communication technology combines with spatial mobility to literally destroy our basic assumptions about residence and thus about the scheduling of instruction and the interaction patterns of instructors and students, and, in fact, as to who is a student.

12. For these reasons and others campus boundaries are disappearing. Those of us who have bemoaned, with Clark, our marginality may find ourselves without a margin; and those, who, with Deppe, have thought of ourselves as boundary definers, may find the boundaries hard to find.

So where are we, as this Halloween we face 72 hours together?

We stand, I suggest, in the center of a growing commerce--forming, facilitating, and, to a considerable extent, directing that commerce--between a confused and conflicted campus just now entering into a second and crucial climacteric and a public whose affection and understanding is increasingly in doubt. We stand between a third of a millenium of higher education development in the United States and a third of a century remaining in this second millenium A. D. And what we are able to do here where we stand--no longer at the margin but in the center of the traffic--may have a very great deal to do with the future forms of higher education and of the public within which and for which it exists. It may, indeed, have a great deal to do with whether there is a future for the one or, for that matter, for either.

I, for one, am persuaded that continuing education services, extension divisions and community services units will not exist as we now know them in the year 2000. They will be extinct, not because their functions are not important but because they are. Continuing education will have become the business, not of a marginal unit but of the whole enterprise. The manifest destiny of higher education is assuredly not so manifest, but I'm betting my professional life that, as it evolves, those of us in continuing education offices will yield up our positions to a much higher, more noble, and more pervasive work which will be the work of entire institutions individually and in consortia, and in the forming of which we, if we are creative and courageous--and lucky--may play a very significant part.

The university of North America may just be in operation within the span of your professional career and mine.

Such, I think, are the kinds of thoughts we shall be sharing this week. They are demanding thoughts--and discomfiting. They will allow us little opportunity to address small questions, familiar ones, or purely operational ones,--for they will press us to ask not how, but whether, we should continue our present projects. We may find ourselves turning from questions like, "what new media our programs require toward questions like, "what new programs our media require," or from "what new problems confront the old clienteles" to "what new clienteles confront the old problems."

We who have tried to prepare for your coming have done our best to produce a climate, a structure and an appropriate blend of nutrients to enhance professional growth. We hope it works. We want to grow with you. This week is the beginning of the future with which we all must deal. What we do with the week will be done by all of us as we act and interact. We invite your vigorous participation.

A simple and minimum structure is provided. A review of the seminar schedule reveals that it involves five components: 1) formal presentations by thoughtful leaders looking over the rim that separates present from future, 2) brief opportunities, over coffee, to quiz the speakers for clarification, 3) small working teams whose principal functions are to consult, to translate, and to consider implications of the glimpses given by presenters, 4) a residential setting in which interpersonal and interinstitutional exchange may be maximized, and 5) an opportunity and invitation to arrange consultations among yourselves or with members of our staff.

We have three elements with which to work: ideas which we have brought and which will be brought to us, creative and analytical minds with which to handle ideas, and time--three days of it. We hope that these three ingredients can be utilized within the structure arranged for the seminar and that out of the interactions may come new perceptions of our work and new competence and conviction for advancing it.

Welcome aboard!

Welcoming the participants to the 13th Seminar for College and University Leaders in Continuing Education was Dr. Armand L. Hunter, director of the MSU Continuing Education Service and a nationally-known leader in the field. He has been secretary of the National University Extension Association and is to become its president in 1972. After teaching and serving in administrative posts at the University of Nebraska, Northwestern University, and Temple University, he came to MSU in 1951 as director of television development. His service here has included: acting head, Department of Speech; professor and director, broadcasting services (since 1958) and director of the Continuing Education Service (since 1964).

WELCOME

By ARMAND L. HUNTER

On behalf of Michigan State University and the Continuing Education Service, I would like to extend to you our warmest welcome to the 13th Seminar for College and University Leaders in Continuing Education. Fourteen years ago, CES originated this program in order to provide a time and place for the leaders, and developing leaders, in adult and public education to meet, talk, and work together in the analysis, definition, and determination of the life-long educational needs of adults, and to explore the ways and means by which our institutions of higher education might provide the programs and the resources to meet these needs. This is the 13th meeting; since conditions last year made it necessary for us to take a holiday. But the purpose and the thrust of this national Seminar remain "relevant," valid, and the same: Concern with the issues, changes, challenges, and problems of education, and our educational institutions and organizations, as they relate to the educational needs of our society.

We are most happy to have you with us for this 13th meeting, to take on the assignment of this Seminar, and to participate in a common search for excellence and leadership in the creative design of life-long learning. Welcome, and our very best wishes for a most rewarding and successful session.

To get the seminar off to a strong start, the planners sought a stirring keynote speaker with experience, knowledge, and a record of leadership in higher education. They found him in Dr. Charles E. Perry, one of the most dynamic young leaders in the field. The 33-year-old president of Florida International University represents the new and the "now" generation of educational administrative leadership. Imaginative, energetic, innovative, and exacting, Dr. Perry rose in just 10 years from public school teaching in Michigan to being president of what he calls a continuing education university. At 23 he served Bowling Green State University, his alma mater, as its director of admissions, the youngest person to hold such a position in this nation.

THE CONTINUING EDUCATION UNIVERSITY

By CHARLES E. PERRY

Today, I would like to talk about the continuing education university, and the role continuing education must play in the future of this nation. Continuing education, in my thinking, is where the action is! And I commend those of you who are making this area your professional career.

From my perspective as the president of a new university that will open in 1972 in Miami, a major urban area with many of the problems currently confronting other urban areas throughout our nation and the world, let me describe what I think a continuing education university should be.

Very simply stated it is:

1) An educational institution committed to assuming the leadership in addressing and pursuing answers for the problems confronting our complex society.

2) An institution open to all citizens--regardless of their previous educational adventures--or misadventures.

3) A flexible institution that must restructure itself to forget the traditional artificial boundaries between teaching and research in order to provide total educational and service resources to the greater community.

Based upon this three-dimensional definition, it is essential that the continuing education university provide the leadership to structure a new delivery system of educational services to the community. To have an effective delivery system, the university must perform as a "community clinic."

As a community clinic, the continuing education university is in a position to diagnose community problems and prescribe cooperative therapy in terms of the total existing resources of a given community--be they from individuals, institutions, agencies, organizations, associations--public or private--to serve the community.

There is great precedence for such a program. One hundred and nine years ago, the Morrill Act established the land-grant colleges and universities to train people in agriculture, engineering, public health and other professions related to this nation's young and growing economy, and to conduct relevant research--not merely to work on the problems of the people, but to work with the people who had the problems.

And the land-grant institutions were successful beyond anyone's wildest dreams! But over the years many of these colleges and universities have changed a great deal. They have become so theoretical that they lost touch with the real needs of society. We must now provide new programs and new directions by giving a rebirth to the land-grant tradition in order to serve urban America.

So, I see as a major goal of the continuing education university the rebirth of the land-grant tradition which provided competent service to our citizens in order to meet their educational needs, whenever and wherever they arose. This rebirth means that our universities must be willing once again to make a major commitment to public service in order to assist the community in meeting the demands of a modern, urban society.

I am not suggesting that the universities abandon intellectual integrity, and become mere service stations. Certainly President Woodrow Wilson, who was a university president--of Princeton--before he became chief of state, was not suggesting that either when he said:

> It is not learning, but the spirit of service coupled with it that will give the university its place in the public annals of this nation...Service is the promise and the hope that shine in the face of all knowledge.

By revitalizing and urbanizing the old land-grant spirit of service, Florida International is seeking ways to bring new promise and hope to the great metropolitan area of South Florida. The University will open for 4,500 students in the fall of 1972, and is projected to have more than 30,000 students by 1985. Our two centers of specialized research will be environmental and urban affairs and international affairs. So our concern for teaching, research, and service will compliment one another because this combination forms the basis for a true continuing education university.

One of the ways that we are moving in this direction is through our Urban Agent Program, adapted from the old land-grant college program of agricultural extension agents. Our first urban agent was assigned six months ago to where the action is. Working with the Miami Model Cities Program, he has his office in the city core. More important, however, is the fact that he is seldom in his office.

The urban agent is not only seeking to involve the man on the street to learn his problems, but to involve him in helping to solve them. Gold is where you find it, and so, too, are ideas. And what better place to prospect for solutions to our urban problems than among the people to live with them on a day-to-day basis! We can learn much by working with these people, because in the words of Eric Hoffer, the noted waterfront philosopher, "You cannot gauge the intelligence of an American by talking with him; you must work with him."

Societal conditions are mandating new forms and forces (new life styles) in American higher education--a mandate that we can ill afford to ignore. I believe the new urban service continuing education university is one of the new and different ways to meet these pressures in a rational and effective manner. In the process, it will give new educational avenues that are essential if the university is to remain a responsive institution in this nation.

Today, many of our fellow Americans are very confused and troubled even though as a nation, we are better fed, better clothed, and better housed and have more opportunities and knowledge available to us than any other nation in the history of mankind. But we are deeply concerned because we are having great difficulty in learning how to live effectively together. To many of us, it seems that the more we have, the worse it gets!

At every level of our society, there is this concern. For example, the American homeowner cannot get his appliances to work, nor can he find a repairman competent enough to repair them. We can send a man to the moon at a cost of over 20 billion dollars, but the mayor of a city cannot get the sanitation department to effectively handle the garbage. We have the best telephone system in the world, and we cannot get our calls through just across town. We have the most powerful power plants in the world, and we have blackouts all the time. We have the best political system in the world, and we are finding that participation is more and more becoming limited to the rich man. We have a criminal justice system with such a backlog of cases that it makes a mockery of the constitutional provisions for a speedy trial. We have the most comprehensive transportation system in the world, but we cannot get to and from work in a reasonable period of time.

But what are these problems to the continuing education university? Well, first let me say that these are "people problems," and with the accountability factor that has been introduced in education, we will surely be held accountable if we ignore the multitude of people problems around us. So rather than ignoring them we can engage in practical research to find out the real cause of the problems, recommend corrective measures, and update the training of those concerned with the problems at various levels.

In its mission to serve the community, the continuing education university must offer higher educational experiences that will transcend the traditional patterns of just transmitting knowledge and understanding. It must develop the system that will provide our citizens with the specialized knowledge and training that will make the accountability factor a living ingredient in their new life style. To do this, we must use the best of the old and foster the new if we are to be ready for the future.

I believe the continuing education university is the one institution in society that can best carry out this task.

Some months ago at a meeting of continuing educators, I proposed a new slogan for higher education--maybe it will supplant "Publish or Perish." I hope so! Anyway, my slogan is "Service or Silence." At that time, I pointed out that the colleges and universities in the United States are going to have to do more "serving" if they expect to survive as viable and creative institutions in our society. I want to repeat that slogan here today--Service or Silence--let's either serve or stop talking about all the great things that we are doing or plan to do for society. Let's convert rhetoric into reality by taking an active role in trying to solve the problems confronting all of us.

A renewed commitment by American higher education to community service would, in my opinion, restore a great deal of faith in our colleges and universities. This renewal of confidence would also turn American higher education away from the headlong path it has taken over the last quarter-century toward research for research's sake.

The problems brought about by today's drug culture perhaps demonstrate better than anything else the service role that the continuing education university should play. According to the Roper Report, published last July, more people felt that the use of drugs was the major cause of the problems in the nation today--more than the Vietnam War or unemployment. Yet, there is no institution in this country that has been able to adequately cope with the cause of the drug problem--or even begin to provide some answers. If you have a drug problem and go to the doctor, he'll offer advice; if you go to the lawyer, he'll take your case, and if you go to the policeman, he'll arrest you. I submit to you that the drug issue is not just a legal problem, it is not just a medical problem, and it is certainly not just a criminal problem. It is a value problem, and values in our pluralistic society should be completely discussed and reviewed in our educational institutions as a part of this nation's progress and development.

The drug problem is a real challenge to the continuing education university. For in this type of institution you can find the young and old, on a day-to-day basis, existing and studying side-by-side. There you can find scholars from all fields who can work on the problem from a multi-disciplinary perspective. Maybe the continuing education university cannot provide all the answers to the drug problem, or any other problem, but it must assume the leadership by providing the arena for the information, guidance, and understanding that is certainly needed if we are to combat what has become the major social problem in this nation.

We, in higher education, are faced with today's knowledge becoming outdated and unusable by tomorrow. In short, our technology has afforded us the opportunity of seeing today's objects become tomorrow's obstacles. I think we must regain control of our technology and direct it toward helping the man in the street. Technology can play a major service role for the benefit of man's social and cultural environment, if we are willing to move in that direction.

In carrying out this mandate for service, the continuing education university must develop new ways to extend educational resources to the community. Here are a few examples:

> We must develop realistic and meaningful external degree programs, learning-to-learn workshops, true universities without walls, open open-universities, blue-collar colleges, and truly senior senior-universities for our distinguished elderly population. It interests me very much that the first person to submit an application for enrollment at Florida International University in 1972 is a man in his seventies.
>
> We must work cooperatively with business and public agencies and turn them into learning laboratories that will benefit them and the university. Why shouldn't a business firm's media resources become part of the instructional process? What's wrong with business administration students interning in labor unions or labor leaders interning on Wall Street?
>
> We must seek out those who can be aided by continuing education with the same diligence we seek out cures for cancer. Currently, under a half-million dollar state grant, Florida International University is literally taking to the highways and byways to aid migrant workers, those people who shift with the weather and are sometimes left desolate by it. Of particular significance is the fact that we now have 32 social educators working on this project, and more than one-third of them are former migrants. I am also interested in an incident that occurred the other day. One of the social educators was interviewing a migrant family with seven children and learned that the family was without a home. The social educator folded up his notebook and did not return to it until he had found a home for the family. Technically, this might not have been educational service, but those migrants did not care what it was called. They were most grateful.
>
> We must develop a method to maintain flexibility in order to take advantage of certain situations in order to benefit the university and society. An example of this is Florida International's involvement in the 1976 Bicentennial Celebration. Miami has been selected as one of four U. S. cities for major events, and the site selected is

> on the same tract of land where we will have our second campus. By being flexible, we were able to utilize the best of the continuing education philosophy in the planning of this new campus and the Bicentennial Celebration. Every community, business, and governmental interest is interacting on this project, and Florida International is a major force in the entire planning process. We plan total residual utilization of all the buildings used for the Bicentennial Celebration. This kind of cooperative opportunity--the building of a major university campus in the concert with a national celebration--may come only once in a bicentennial period, but the most should be made or it.
>
> We must work cooperatively with our sister institutions, public and private, to provide for an effective educational delivery system utilizing the expertise that exists in colleges and universities other than our own.
>
> We must involve the community in the assessing of needs, planning programs to meet their needs, and utilizing resources to meet the needs, not just from the university, but from the community--the solution to problems can be accomplished only through a joint effort. And getting the community involved does not mean merely adding more feet under the conference table. It means working with the community in following through on the solution to problems.
>
> We must incorporate in the university curriculum greater opportunities for student involvement in the total community as part of their learning experience. Students deserve to have the theoretical combined with the practical to enhance their individual educational program.

These are just some of the ways in which a continuing education university can fulfill its commitment to service. By taking an active role in assisting people to live together effectively, the continuing education university may well become the central institution of our society within the very near future.

But, in order for the continuing education university to be successful, the academic components and the continuing education activities must be totally integrated into a single task force. I believe this means that we must measure our goals and commitments in the most realistic terms. Many continuing education divisions have traditionally operated as "step children" on university campuses. Some as a part of the academic organization, some as separate divisions--but in either case they have not been "equal partners."

Our goal must now be to bring continuing education personnel and their concepts into the total university operation in order to utilize their special skills and knowledge of working with people. To bring continuing education to this position in the university, which will make the institution a total continuing education university, the following four conditions must be met:

> First, there should be the appointment of a continuing education administrator to a key high-level policy-making position in the university, and he must be involved in all stages and with all programs of the institution.

> Second, there must be a major commitment for budget support... continuing education must not have to be self-supporting.
>
> Third, the continuing education staff must serve as academic equals and should have equal status within the institution.
>
> And fourth, this commitment demands that all related community service operations be coordinated through the administrative mechanism dealing with continuing education and university services...not in the traditional fragmented way that has everyone doing their "own thing" trying to be everything to everybody and in the process being "nothing to anyone."

Even though I am committed to the continuing education university concept, I know that many universities might not want to adopt this role. And if they decide not to accept it, that's fine with me. However, I think it is time for each university, its administration and its governing body, to decide whether they will just pay lip service to equal education concern for all our citizens and only talk about service, but doing very little about it; or, if they are willing to make a major commitment to the concept of the continuing education university and do something about it!

Not only should the universities address themselves to this issue, but you as professionals in continuing education must also ask some questions of yourselves:

> If continuing education concepts are to permeate the traditional academic areas, are you now pressing your academic colleagues to work together to develop cross-discipline, multi-discipline, and inter-disciplinary programs?
>
> What about the utilization of adjunct faculty, retired people, community talent, even the university's non-faculty staff for teaching assignments?
>
> Have you or will you survey the needs of the community in your area of coverage, and see that the needs are identified so they can at least be brought into your planning?
>
> Are you willing to take the leadership in bringing together all the educational resources in a given community, not only for planning, but for developing the most competent educational delivery system that can be devised?
>
> Are you really willing to grant credit for life experiences?
>
> Are you willing to form true partnerships with the community colleges, corporations, trade unions, and governmental bodies?
>
> And are you willing to move into all areas of your community even though you may antagonize some traditional supporters when you begin to deal with those individuals and groups that have been on the outside looking in?

The question list could be much longer, but if you truly want to carry out the aims of the continuing education university, these questions must be answered head-on, and you must stand firm by your convictions.

In closing, I believe that higher education in the seventies, eighties and nineties--and beyond--will surely encompass the service philosophy that embraces the issues that I have outlined. The university of the future--the continuing education university--must have more than a close relationship with the total community, it must be an integral part of that community. We must learn from one another and assist one another as we attempt to move mankind forward in a constructive and meaningful way. The new life style for American higher education will provide a tremendous positive force in our society if we are committed to the concept of the continuing education university.

Giving the seminar participants insights into a major university's current probelms, external and internal, was the assignment of MSU's provost, Dr. John E. Cantlon. Before assuming the top academic position here in 1969, Dr. Cantlon taught botany, plant pathology, and ecology at Rutgers University, George Washington University, Boston University, and, since 1954, MSU and became a nationally-known ecologist. His activities with national scientific organizations have included being secretary, vice president, and president (1968-69) of the Ecological Society of America. He has been an advisor to both the National Science Foundation and the National Research Council.

MAJOR PROBLEMS FACING THE UNIVERSITY: INTERNAL AND EXTERNAL

By JOHN E. CANTLON

Anyone with more than five years of experience in the academic world is well aware of the substantial change in the nature of the problems besetting these frustrating but indispensable human organizations called universities. While money problems, demands for special treatment, and lack of public understanding are as old as universities, the present mix is a particularly potent bag.

In spite of what my long litany of these problems may sound like, I would like to establish at the outset that I do not feel like Cassandra--foretelling doom of the University. I am confident that universities will emerge from this period of stress--perhaps healthier institutions for having searched themselves deeply for their reason for being and set about focusing on these objectives more sharply and with enhanced confidence.

I do not imply from this expression of optimism, however, that those of us in universities may rest on our oars, or that the risk of irreparable harm is negligible. Clearly, in the next decade and a half we will be called upon to exhibit a level of statesmanship, courage, and determination unparalleled in university stewardship in the last several generations. We must understand the nature of the problems which beset us, and we must clarify what a public university is and what it must provide to its students, its supporting public and the faculty and staff who make it function.

Let me begin by making a partial list of the problems I see facing the University. Such lists can be long and depressing if one continues, ad nauseum. I will attempt to be selective and expand on some more than others. The length of treatment of each is not intended to convey my judgment as to its relative importance.

First, it should be noted that the percent of the tax dollars at both the federal and state levels that goes into higher education has not only stopped growing, the percent is decreasing. For Michigan, the four-year institutions received 20.2 percent of the general fund in 1967-68, 19.7 percent in 1968-69, 19.5 percent in 1969-70, and in 1970-71 only 17.3 percent. Lest we misinterpret this simply as a reflection of the growing role of the community colleges, we find no comfort in learning that all of higher education, i.e., including the community colleges, received 28.9 percent of the general fund in 1968-69, 22.3 percent in 1969-70, and only 19.9 percent in 1970-71.

This clear expression of priority change is accompanied by multiple expressions from public and private figures of a lessening in confidence in universities as problem solvers and as producers of problem solvers. Perhaps Governor Reagan's strongly critical statements concerning the State of California's past support for higher education is the most dramatic example, but most states have individuals in and out of government equally critical of universities' use of resources.

Whether political figures follow or lead their constituents in singling out universities for special attention is a debatable issue, but in Michigan legislative riders on the last two appropriation bills clearly suggest some special concern for how universities utilize the working time of their individual faculty members. I know of no case where a similar approach has been taken by the legislature toward other state agencies. Higher education stands uniquely judged as incompetent to manage its own affairs.

Here in Michigan a recent opinion by the auditor general held that constitutionally autonomous universities had to spend funds other than those appropriated in a manner approved by the legislature. While this is being contested, the opinion has further reduced the universities' flexibility in meeting stresses in a time of rapid change.

Around the country there appears to be a growing sentiment for students, except for those whose families are in the lowest income brackets, to assume a greater share of the financial burden of their college education. This seems amenable to the interpretation that the general public has decided the value to society of college-educating an individual has lessened. One wonders whether there is evidence to support the notion that this value to society has sharply declined in the past decade.

Perhaps disenchantment with university administrators reached its zenith two years ago, but clearly restoration of real public confidence will be a long, slow task. It hardly helps when political figures, student leaders, and, on occasion even individual university trustees, publicly join in attacking a university administration.

The erosion of confidence in the administration of universities is perhaps most dramatically illustrated by the many state legislatures which have begun to intrude into university management. Other evidence shows up in moves to establish single state systems of higher education or new coordinating bodies, which then embark on courses designed to enhance their roles in decision making at the expense of the individual institutions. The Carnegie Report on Higher Education draws attention to the diminution of innovation, regional specialization, and unique strengths when a state's institutions become fettered by a rigid state system.

Another kind of problem bearing on universities from external sources which brings with it a growing list of internal problems is the decline in federal support for the major U. S. universities. Federal support has declined for project research, curriculum revision grants, allocations for fellowships and traineeships, and faculty support, and there has been a virtual elimination of institutional grants for all but the poorest institutions. On the private funding side, income from alumni and friends has slowed in growth or declined in some institutions, across the country university investment income has decreased, and inflation has eaten into the buying power of the shrunken resources available. The combined impact of these has been greater in the private than in the public universities, but it is a real issue in all institutions.

The speed with which a university can retrench in response to declining resources is severely limited by its commitments to students enrolled in its programs, by commitments to tenured faculty and pressure from external and internal groups who are interested in starting new programs or preserving programs or academic units the university would otherwise choose to curtail.

Faculty in growing numbers of institutions have begun to look more seriously into collective bargaining. Some appear to believe collective action will improve their positions relative to students, the university administration, the governing board, and the legislature. Adversary stances by all of the concerned constituents appear destined to replace the past operation of the university as loose coalition.

Since both history and economics suggest that any salary improvement must be accompanied by increased productivity, the legislatures and governing boards will make certain university administrators insist that productivity increases accompany any salary increases or workload decreases. It is not at all clear there is much faculty sympathy for substantial increases in productivity.

Students have recently achieved substantially more effective positions from which to influence university decision making. Thus, it is not likely that they will tolerate significant reductions in the quality of instruction in order that faculty be permitted improved salaries or smaller teaching loads. On the contrary, students have been and can be expected to continue to press for a greater share of faculty attention to undergraduate instruction in the large state universities.

Research, scholarly activity, and much public service are considerably under represented in the present grossly over-simplified budgeting processes used in obtaining state support for higher education. Since the language used in defending university budgets has tended to be restricted to output of students with various degrees, it is not surprising if some legislators and the general public have tended to relegate non-instructional expenditures to a low priority.

Research by agricultural experiment stations and public service through Cooperative Extension Services are defended on their merits before the various state legislatures. Most other state-supported research, scholarly activity and public service that go on in universities have been defended as essential to sound instructional programs. Criticism by undergraduate students displays skepticism concerning the relatedness of varying amounts of faculty research, scholarly activity, and public service to undergraduate instruction. It will not be surprising, as state legislatures attempt to move toward a zero-base budget or program budgeting, if higher education discovers a credibility problem concerning one of its most valuable contributions to society, its research and scholarly enterprises.

The jeopardy in which the scholarly and research capabilities of a university is found at this juncture is seriously exacerbated by the already sizeable trauma in the university from cutbacks in federal support of research and scholarly activities alluded to earlier. University administrators will be loath to accept federal words of reassurance that a really secure base of federal support can be counted on since recent cutbacks raise questions concerning its permanence. Continuing state support of this creative component is essential.

While the level of research and scholarly activity in universities is higher than it was prior to the golden years following Russia's launching of Sputnik, the softness of the present federal support system, coupled with changing state budget procedures, energizes a deep worry by university administrators if not by the researchers and scholars themselves.

Switching now to a very different dimension of the university, we find that a series of court cases growing out of faculty committee and administrative decisions not to reappoint a particular faculty member in the tenure stream constitute another area of concern. In my personal judgment it is absolutely essential that university departments retain their ability to release new faculty members, not only based upon their competence, output, and personal integrity, but in relation to the individual's scholarly or research or particular instructional contribution to the department. Since more and more instruction and research require interaction between several individuals, the loss of the department's ability to develop a critical mass of faculty talent around a few broad themes would be, in my judgment, a major setback for future academic departments. In universities where faculty have specific research or service duties for which funds are appropriated, universities must preserve the right to release faculty whose interests change and cannot be transferred to other funds.

On most large university campuses there are two or more appendages known as centers or institutes. These have come into existence in response to societal demands for the university's research and scholarly competencies or the university's ability to attract such talent better than do isolated and free-standing entities. Most of these centers and institutes have been assembled using federal or industrial funding. In some cases their relationship to the intellectual and scholarly pursuits of the institution have been marginal at best, and in some cases the classified nature of their activities served to nearly completely isolate them. Former support for programs initiated under some of these institutes has ceased and occasionally the university has been left with costly commitments to people or facilities that are most difficult to eliminate expeditiously.

In this same "past-their-prime" state are some of the more traditional university programs. It is essential that universities learn how to "bite the bullet" and proceed with essential amputations in order to prevent these small islands of despair from infecting larger essential units. The long-term funds released can be used for maintaining a sense of forward motion in vigorous programs or in some cases even to launch new programs.

As one surveys university programs for candidates for closing out, it will be prudent to keep in mind what other institutions in the same state are doing. Very weak programs can justifiably be eliminated where sister instituions have strong ones.

Along yet another dimension we find across the country that there has been a strong press by minority groups and more recently by women for fair employment and admission practices by universities. There is little doubt but that this will continue, and in the long run the universities will be better for having paid closer attention to this matter. Federal agencies, trustees, and administrators are all inclined to assist the groups seeking fairer handling by institutions of higher education.

In many fields, however, real scarcities of trained personnel, except for white males, raises a serious problem. Faculties tend to be highly unsympathetic with any procedures that abandon proven merit as a basis for hiring, promotion, and retention. On the other hand, the special groups are understandably unhappy with the slow pace of increasing their numbers in the various categories. It will require great patience and understanding, plus a willingness on the part of administrators to tolerate substantial abuse to both move vigorously in recruiting and promoting in these areas while resisting those actions that clearly would weaken the hard-won improvements in the stature of university programs. There is scant hope that university administrations can be perceived simultaneously to be maintaining quality and moving aggressively in meeting hiring goals.

In a related area is the matter of admission standards and recruiting more disadvantaged and minority students--the only long-term hope for alleviating the shortages of trained minorities in many areas. Most of us are quite aware of the recent University of Washington case where a rejected law school applicant won a court-instructed admission because minority students with poorer records had been admitted and the only reason the applicant had not been admitted was that he was white. The ramifications of this decision call for careful rethinking of university admissions policies if we are both to eliminate the past lack of trained minority candidates in many areas and prevent a flood of court-instructed admissions. Perhaps we could do this by having an experimental program, admission to which would be for students with educationally disadvantaged pasts--irrespective of race or sex. In such a program the number admitted would be limited by the available special funding and enhanced minority enrollment achieved by relying on the fact that in the educationally disadvantaged population Blacks, Chicanos, Puerto Ricans, and American Indians are very well represented, indeed.

In a related matter, it is to be noted that just as programs for the educationally disadvantaged get under way in universities, federal and state funding fails for the first time to keep pace with growing needs. We run great risk in being perceived as reneging on our intent to set in motion programs of substance for the educationally disadvantaged.

Some universities have a special set of institutional problems related to their having moved forthrightly in the past decade and a half to make living and classroom space available for the explosion in student numbers which were then stressing higher education in those years. At that time private housing interests had no stomach for investing in off-campus apartments erected on the assumption that students would be their main tenants. Some universities borrowed money to build living-learning complexes. Today as student growth begins to top out for a brief period they are dually beset with a lowering in the age of majority from 21 to 18 years and a substantial increase in local private apartment capacity. Understandably, university trustees insist that the residence hall occupancy must be kept up to keep the institution's mortgages solvent. In other words, university management decisions have complications over and beyond straight academic matters.

Complicating the matter further in some instances is a desire by the legislature to have a major student mix shift upward in juniors, seniors, and graduate students and downward in freshmen and sophomores, encouraging more of the latter two groups to take their first two years at community colleges. Obviously, this shift in enrollment mix could have major repercussions on residence hall occupancy since only freshmen and sophomores are required to live in residence halls, and the unit cost of educating the upper levels of students would go up. If the legislature is inclined to maintain the appropriation per student the same in spite of more senior shifts in student mix, we will have even tougher financial problems than already exist.

Not only are many universities undergoing a shift in relative numbers of students in the various class levels, they are also witnessing rather sharp enrollment shifts among the various programs and majors; e.g., colleges of education in some states are experiencing a downward shift in numbers of students. This shift in our own case reflects a combination of student response to a soft job market and an administrative decision to limit enrollments. On most campuses this kind of enrollment shift can be duplicated in several areas. It is scarcely ever possible to move faculty from programs of declining enrollment to programs of increasing enrollment. If one must wait for normal turnover in personnel in order to transfer funds between programs, there is usually a one to two-year lag. This lag can be counted on to generate expanded section sizes, inadequate numbers of sections, student inability to have prerequisites at the appropriate time, and other disfunctional trauma.

Our philosophy at this institution has been to make it possible for students both to delay choosing a major and to move with minimum loss from one major to another. It is now a simple fact that we can no longer respond rapidly enough to shifts in choice of major by significant numbers of students. Institutional policy is thus unmatched by institutional-level ability to shift resources, and ad hoc barriers to student shifts have been appearing in departments and schools at an increasing rate. We are in the process of uncovering these barriers and will begin to develop means for solving the problem. If the University were still growing, this would produce very little problem. In a situation of shrinking real resources and further restraints on administrative flexibility, the problem becomes locally acute.

The forces which generate local acute enrollment problems can be quite external to the university itself. For example, in the area of criminal justice, federal programs have been set up to provide financial aid grants to students willing to pursue careers in this field. Up until a few days ago we had been without success in obtaining funds from federal or local sources for meeting the institution's costs from accepting these additional students in the criminal justice program. The enrollment in the program doubled in one year, and there was no college or institutional capacity to deal with this scale of enrollment increase. After study we have recommended that the unit establish an enrollment ceiling, focus more of its resources on teaching its own majors by giving up elective courses provided other majors, and farm out to other units those parts of its program which could be handled adequately elsewhere.

If our experience is any measure, both external and internal pressures abound for establishing new programs in institutions of higher education. New programs generate stress in instructional support services such as the library, CCTV, Instructional Media Center, computer, and even campus bus service and buildings and grounds. Further, they sap up inordinate amounts of administrative and faculty committee time that otherwise might be available for planning long-term approaches to university problems. Without question, the impact on faculty, staff, and student morale of seeing resources appear for new programs while they are disappearing for established programs elicits a cause-effect relationship whether one exists or not. I know of no solution to this dilemma. Certainly boards of trustees are concerned that narrowly vested faculty interests not be allowed to stifle a university's capacity to realign itself with modern challenges. On the other hand continued underfunding of existing programs, which are also of high value to the university's central missions, feeds uneasiness in the faculty and student sectors and is a serious matter. In all probability the solution will be complex. Very likely easing will come partly by learning how to provide higher education more economically, partly by delaying indefinitely some of the tasks various groups are anxious to assign to universities, and partly through achieving greater success in finding new or expanded resources.

At the very time when expanded attention is being given to university outreach, whether in the form of external degrees, more diverse off-campus course offerings or degrees by examination, we see fiscal stringencies operating to curtail existing off-campus programs on many campuses. At our own university we have been forced to meet the long-stated legislative and executive requirement that off-campus instruction programs for credit be offered at no cost in appropriated funds. In other words, student fees must cover the program's full cost. The University administration is opposed to this and over the last several years our refusal to comply has resulted in dollars being removed from the subsequent appropriation, thus placing a double stress upon other programs in the University. In my judgment this decision by state government must eventually be reversed since it flies in the face of major national and international trends. It also will interfere with optimal use of the community colleges of the state and exploitation of emerging instructional television and other media developments.

Lastly, I would note that the myriad of budgetary, personnel and student problems that have exploded on university administrations in the last several years has seriously taxed its ability to focus on where we ought to be going, and searching for the alternative ways of getting there. I would have to confess that far too much administrative time is spent on less than the most important issues. We need to re-tool to alter this.

I will close as I began by stating that I am not pessimistic about the future of higher education and universities. However, we all have our work cut out for us. Some of the things public universities need to do are:

(a) Reconvince the general public and their representatives in the various legislatures that there is societal as well as individual gain in widely available higher education and that the recent trend of declining public support must be arrested and reversed.

(b) We must, throughout the university communities, take command of our internal job of improving productivity while maintaining or enhancing the quality of instruction. Largely we still have not progressed much beyond the productivity levels of Socrates.

(c) We must be exceedingly careful to protect the major university task of generating new knowledge and insight. No period of stress should be permitted to dry up research and scholarly endeavor in any institution worthy of the name "university."

(d) We need to focus on the core of each of the university's main missions and design our programs and our management procedures to optimize our forward progress toward these goals. We must find ways of getting rid of more things we now do and convert the released resources to the high priority missions.

(e) We must cultivate the federal vineyard even more vigorously since much of what great universities do has national as well as state significance and individual state legislatures will always be able to demonstrate this.

(f) We must avoid the harm that will come to universities if we are so naive as to confuse student-faculty-university relationships with the labor-management relationships that have emerged in the private industry sector. Students are not simply products, and faculty are not simply employees without voice in how the insitution should run. Administrators will never have wisdom enough to run the creative drive of the university without the faculty, nor will the faculty to keep their attention tuned adequately to the rapidly changing needs of instruction without the benefit of a significant--but never controlling--student voice in academic governance.

His close contact with his students in MSU's innovative Justin Morrill College led to the choice of Dean D. Gordon Rohman as the man to organize the undergraduate views section for the seminar. Closer student-faculty relations is one of the goals of JMC, MSU's pioneer residential college which Dr. Rohman helped to found in 1965. His earlier assignments at MSU included teaching English and being assistant dean for continuing education in the Colleges of Arts and Letters and Social Science. Previously the Syracuse University graduate was in newspaper and public relations work and taught at Syracuse. Dr. Rohman has authored two books and developed an experimental course in pre-writing for English composition students.

Dean D. Gordon Rohman, assisted by faculty and students from Justin Morrill College, injected a change of pace into the seminar by involving all the participants in a session on undergraduates' views of new life styles for lifelong learning. His intention was to introduce the conferees to three relatively new modes of teaching/learning, each of which was relevant to the emphasis on affective education--a theme of the undergraduate culture in the 1970s. After Dean Rohman's introductory micro-lecture, the participants split into their discussion groups. Each group, aided by a JMC faculty-student team, investigated one of the modes--role playing, process observation, and pairing--and prepared to share it with the other groups. By having conferees actually experiencing these modes, instead of merely being told about them, Rohman hoped (1) to get them to see, literally, how they felt about them and (2) to get them to consider adopting these kinds of teaching/learning techniques in their own thinking about future continuing education conferences and teaching--plus stirring up this conference. Rohman's notes for his introduction and the four texts prepared by distribution present the style and substance of the session.

UNDERGRADUATES: NEW LIFE STYLES FOR LIFELONG LEARNING

By D. GORDON ROHMAN

Aspects of an emerging new undergraduate life style in the 1970s include:

Its irreverence--the repudiating or at least questioning of many sacred pieties, often going beyond disrespect to withdrawal or the establishing of counter cultures.

Its humanism--great store and value are placed on human being and human life, but not the "goodness" of man.

Its pursuit of experience--as a thing in itself and as a means of learning and growing, belief that the great variety and depth of experience is beneficial and not harmful as long as you can handle it, a heightened concern for the present with far less concern for the past or the future, and a mistrust of dogmas and principles that obscure richness of life.

Its values on spontaneity--the ability to groove, giving up the existential here and now.

Its tolerance--do whatever you want as long as you don't step on other people when doing it.

The ideal person in this view embodies traits that are difficult to combine--being as spontaneous as a child, yet being sophisticated and worldwise, and being fully self-expressive, yet being always in control of oneself. This is the ambiguity of being cool--being able to dig the ongoing present as it unfolds, yet being able to get things done and maintain a competent life of fulfilled commitments and involvements, and being hang-loose from any constraining orthodoxy, yet being courageous enough to follow your own path wherever it may lead and whatever the travails it plunges you into.

The villains are people and social forces who put other people down or hang them up, who teach people to be stolid and dignified rather than spontaneous, self-righteous and moralistic rather than responsible, dutiful rather than devoted. Those who, for the sake of some idealogy, will slap their own children into becoming something less than they might have been. The villains are those who pass their own hangups onto those around them and thus propagate a sickness.

Like all ethics, this too is sometimes used as a rationalization and justification. Irresponsibility can be excused as freedom. Apathy can be called being cool. Lack of dependability can be called spontaneity and so can boorishness and sloth. And virtually any behavior can be justified on the grounds that it is experience and will lead in some way to personal growth.

But pointing out all these blindspots doesn't destroy the fact that some people really have practiced the ideals of what they preach.

If you think this dream is a little naive and foolish and fantastic, you are right. If you think it neglects and glosses over many of the realities of present work conditions and that it is a bit pretentious and unlikely, given the facts of history, you are right again. And if you find nothing good or true or beautiful about it, you can go to hell.

What I'd like to do is isolate just one theme from this cluster--the rediscovery of experience, specifically, the rediscovery of the inevitable integration of feeling and thinking in a whole man. Then I'd like to point that toward education--our bag.

What does it mean--what can it mean--for us as teachers that this new revolution in feeling has happened, is happening? No matter what happens--no matter what is happening--you are always learning, you are never inert. Of course, "learning" is more than thinking, more than the lesson plan. It is your personal game plan that may make a shambles of the official "lesson plan." Yet as teachers or as administrators we rarely act on this insight, but feeling unacknowledged, feeling suppressed will come out. As the TV ad says, you can't fool Mother nature.

We are subjects in the grammar of life, not objects. That's an English teacher's way of saying that we are the subject of life, we are the starting point of statements, we give direct objects their point and purpose. As an English teacher, I would say that we've got to get our subjects and our verbs in better agreement--and watch our direct objects in the process.

So our format today will treat you as subjects, not objects. From now on you are going to make the meaning of everything that happens on our theme of thought/feeling.

Thinking Feelingly, Feeling Thinkingly

Many themes of significance to educators emerged from the decade of the reforming 60s. Today we would like to focus on one that we think relevant to new life styles for continuing education.

In traditional language, it is the rediscovery that education always involves the "whole man," that intellect and feelings must both be engaged if learning--defined in the classic sense as experience which changes behavior--is to occur.

Or, in the jargon of the behavioral sciences, education always involves the cognitive and the affective dimensions of people.

It is not possible to take a narrow view of intelligence as "academic knowledge," isolating cognitive growth from the general development of the person. Our knowledge of the nature of the human personality forces us to conclude that cognitive growth which is separated from the development of feelings is illusory or distorted.

Learning is meaning that human beings attach to events. When a person attaches meaning, he attaches his entire human personality, cognitive and affective.

We believe that formal education cannot be effective unless it recognizes this fact of human learning and takes responsibility for facilitating the development of the total human personality. The simple reception of knowledge in the eyes and ears of a student is no guarantee of learning. A person is not a passive digester of knowledge elegantly arranged for him by superior artists of curriculum design. He listens, reads, thinks, studies, and writes at the same time that he feels, worries, hopes, loves, hates. He engages in all these activities not as an isolated individual even, but as a member of overlapping communities which greatly influence his reactions to formal learning. To teach him and ignore these realities of his whole life and the social systems in which he lives is hopelessly naive.

A person learns not only because of what he hears in the classroom and not even mainly because of what he hears there. His interaction with teachers, his encounter with the social structure of the college administration, the friendship groups in which he becomes integrated, the values he acquires from the culture around him, the atmosphere of flexibility or rigidity which permeates the school environment, the playfulness or the seriousness, the "practicality" or the "spontaneity" of operative educational goals and techniques--all these have an immense if not yet precisely measured impact on the development of a person's self view and world view, on his confidence and altruism, on his mastering of the needs for identity and intimacy--in short, on his entire learning.

Both students and teachers who believe that the "whole man" must be educated find themselves often impeded by organizational structure and traditional methods of teaching and learning that prevent the kind of integration of thinking and feeling that they would like to realize.

Our increased sophistication in the behavioral sciences gives us new understanding of both the process of human development and of new ways to go about involving the "whole man" in formal learning activities.

We would like to show--not tell--you about three ways and thus by involving you demonstrate something of what we mean by education of the "whole man."

Role Playing

Role playing has been found to be an effective method for learning in a variety of situations. The student is asked to act out, spontaneously, a role which is called for in his own group. For example, he may be asked to take the part of a foreman or supervisor, while others play the role of subordinates; later, he may be shifted to the role of a subordinate. He also observes other trainees playing similar roles and is encouraged to discuss them and evaluate their effectiveness.

In role playing, the participant must live up to the obligations of the role that he assumes and insist upon others doing the same. Each person has some notion of what constitutes the appropriate lines of action both for himself and for others. For example, a student who feels sleepy in a classroom may be aware of the fact that the professor is so absorbed in his own remarks that he would not notice his taking a nap. Yet, insofar as he feels that students should not sleep in a classroom, he makes a diligent effort to remain awake. As the voice of the lecturer drones on and on, he goes through the ritual of taking notes, awakening with a start from time to time to notice the manner in which his handwriting wanders all over the page. He does his best to remain awake, largely in an effort to live up to his conception of his role. Furthermore, he expects some assistance from his classmates. He would feel betrayed if a neighbor did not nudge him back into consciousness when he is about to begin snoring.

When there is consensus, the participants are not only able to play their own roles but can also understand those being played by others, and this is what makes intricate adjustments possible. It is far easier for a man to cooperate when he has some comprehension of the parts of the enterprise that are being carried out by the others. Only when one has some appreciation of the intentions of others can he get a clear picture of how they might react to what he is doing or is about to do. An appreciation of the relationship among the various roles arises from each participant's projecting himself imaginatively into the standpoint of others. A customer, for example, tries to imagine how his request is likely to sound to a clerk, as he speaks apolegetically or demandingly.

It has been discovered that under many conditions, a person who is induced to rehearse, justify or debate in favor of some position quite different from his own initial attitude will show real attitude change which endures after the role playing is over. The classical example of new insight is that of the deadlocked labor and management representatives who are induced to reverse roles, arguing from the other's side for several hours, after which each is more willing to "see the other's point of view."

Your task: Design a situation to fit within 20 minutes which would use role playing as a format to present some insight into the theme of thought and feeling. Roles should be assigned and discussion of the situation and its bearing upon the theme should be previewed in the small group.

Pairing

One of the easiest methods for bringing thought and feeling together is to provide a context where time for individual expression is allowed and encouraged. In large groups there is a tendency for persons to fall into passive and receptive modes of behavior. Sometimes this is due to personal inhibitions about performance before large numbers of people, as in a question period following a public lecture. Sometimes it is due to the absence of opportunity as in the case when a lecturer uses all of the time allotted or too many listeners are clamoring for recognition in the question period.

As the number of persons involved in a discussion goes down, the usual outcome is that the opportunity for individual participation increases. Thus, a group of two persons provides an excellent context for expression. Pairing or the breaking of a group into pairs is a simple method of overcoming the personal isolation of passivity and replacing it with activity, involvement and expression.

A simple and direct instruction to a class such as "Share with your pairing partner what you think and how you feel!" is usually sufficient to elicit a flurry of excited sharing between the partners of the pairing.

Participants in classes that have used the pairing approach often report that they have enjoyed the exchange, are looking forward to the next pairing and have found expression surprisingly easy. More importantly, they have experienced a context where the snythesis of thought and feeling was possible and encouraged.

Your task: In the time provided, plan an experience for one half the total group of conferees that (1) uses the pairing method and (2) focuses on the subject of the morning, i.e., the integration of affective and cognitive learning.

Plan the method for getting the conferees into pairs and work out the specific focus for the sharing once the pairs have been formed. Select from your group persons who will lead and facilitate the pairing experience.

Process Analysis

Process analysis--or more technically, "interaction process analysis"--is a technique for observing human communication patterns in a systematic fashion. The purpose of analyzing the dynamics of group communication is to help persons understand what there is about their own or other's behavior that impedes or facilitates.

Usually the analysis of group dynamics involves a checklist of categories whereby the observer makes note of the various ways that others in a group interact with each other. One system of categories, developed by R. F. Bales, provides such a set of ways to classify interaction taking place in a group. Each item of behavior, whether it is a verbal comment or merely a shrug or laugh is classified in one of his categories. For each item, the person initiating it and the person (or persons) toward whom he directs it are identified.

A report by the process observer is usually given at the end of a period of group interaction, but the observer may intervene during the interaction if he sees behavior occurring that is likely to stall the group or put undue pressure on any of its members.

Bales' categories identify two basic types of behavior--behavior oriented toward the task of the group and behavior oriented toward the persons in the group. His categories may be useful to you or you may devise others.

TASK ORIENTED BEHAVIORS	PERSON ORIENTED BEHAVIORS
1. Gives suggestion, direction, implying autonomy for others	7. Shows solidarity, raises other's status, gives help, rewards
2. Gives opinion, evaluation, analysis, expresses feelings, wishes	8. Shows tension release, jokes, laughs, shows satisfaction
3. Gives orientation, information, repeats, clarifies, confirms	9. Agrees, shows passive acceptance, understands, concurs, complies
4. Asks for orientation, information, repetition, confirmation	10. Disagrees, shows passive rejection, formality, withholds help
5. Asks for opinion, evaluation, analysis, expression of feelings	11. Shows tension, asks for help, withdraws out of field
6. Asks for suggestion, direction, possible ways of action	12. Shows antagonism, deflates other's status, defends or asserts self

Observations may be analyzed in a number of ways. One is to observe a "who-to-whom" pattern. You might also want to observe who takes primary leadership in task-related behaviors and who is primarily concerned with socio-emotional factors in the group. Regularized patterns of supportive or negative behaviors may help persons identify what keeps a group moving and what interferes with progress. An alert observer will find many ways in which to give the group constructive feedback.

Task: Find a way to use or illustrate the value of this technique in cognitive/affective learning with the larger group.

For a view of what businesses are doing and planning in terms of continuing education, the seminar planners called on J.H. Harless, president of Harless Educational Technologists, Inc., of Falls Church, Virginia. His firm of education and training consultants specializes in the training of staff for in-house system development capabilities for large industries. Harless, a psychologist, is vice president of the National Society of Programmed Instruction and was named its outstanding member in 1969. He has authored more than 1,000 hours of self-instruction and several texts and is a consultant for several universities and school systems. A family emergency prevented his appearance, but he supplied the text of his presentation for the proceedings.

AMERICAN BUSINESS—PARTNER WITH PROFESSORS

By JOSEPH H. HARLESS

I find myself in a rather odd position speaking to you today: I am not an educator who consults with industrial organizations, but an industrial consultant who finds himself working with educational institutions more and more. Perhaps, then, what my remarks lack in value provided by association with some university, is made up by a certain objectivity brought by recent association with the kinds of problems you face in continuing education. (Perhaps "objectivity" in this case is another word for ignorance.)

My organization earns its daily bread by representing itself to industry and government as "performance problem solvers." This representation, in spite of its face-immodesty, is a highly marketable generality today in that industry is faced with people-problems of an alarming magnitude.

It seems that educational institutions are catching the brunt of the "blame" for performance problems in industry and government. How often I hear the private remark by our clients, "The new-hires we get out of college talk a good game, but that's about it." If you find that remark incendiary, consider these common remarks I hear:

> The people we get seem to lack flexibility to keep up with changing technology.
>
> They lack the flexibility to adapt when transferred to a different part of the organization.
>
> Their academic achievements, once our greatest selection factor, do not give a reliable indication of what they can do.

> It isn't the number of people available that concerns us any longer, the big problem is the quality of their training.
>
> Their choice of job is too often based on misconceptions of what their alternatives are really like.

And perhaps the most damning:

> They transfer the wrong thing to the real world; they seem to feel that because their education was general and lacks relevance and specificity, that our own training programs are not to be considered to be about the things they'll do in working for us.

These and similar comments are made by employers of the people they recruit: by government agencies concerned with the products of the education and training system, by administrators of teachers and instructors, in fact, wherever there is an expectation that the products of education and training should be competent in job-relevant skills--should have marketable skills. The expectation is that education and training should deliver employees who can do work. The present reality is that, at best, you cannot be sure that graduates of education or training programs will be useful employees--some will be, but many will be considered lacking. This reality is true of graduates of grade school, university, community college, vocational school, apprentice program, and management development program.

Each of us doing a responsible job has had direct experience of education and training. We have a pretty good idea what helped us to become competent and what was a waste of time. We remember the teachers and instructors who made subjects interesting, and from whom we learned the most. We remember the subject content that seemed the most relevant to our needs. And so, when faced with the need to develop others, we are confident that we know what they should be taught and how they should be taught. And this is the point at which the development of ineffective education and training programs begins.

Some parts of your education and training, and some parts of your experience, helped you to become competent--but they failed to do the same thing for many who shared your opportunities. This is not simply because some learned more of what was taught--I'm sure you can think of people with higher grades who are less competent at work. The people who become competent at work take what they learned and transform it. They restructure their knowledge on a completely different basis from the structure used in education and training.

The structure of knowledge in education programs is subject oriented. More specifically, subjects such as math or physics or English are groupings of concepts and procedures having certain features in common. Math deals with procedures for handling numbers. English deals with procedures for handling language. If you learn what you are taught in math, you will have in your repertoire a collection of computational procedures for solving problems. Education, by and large, is not concerned with problems; it is concerned with the procedures of solution. Tests and examinations make this clear. They contain very simple problem statements which require a sophisticated use of a solution prodedure taught in the subject area being tested. A problem statement expressed in two sentences can often require an hour and several pages for the development of the solution.

Life, as far as the relative importance of problems and solutions is concerned, is quite different from education. Most often, the difficult part in real life is the problem--its recognition and definition. Once we have done this, the solution is usually quite simple. In fact, one way in which we evaluate a solution is by its simplicity--a simple solution is always preferred over one which is more complex. We often find that advances in science, in industrial systems, in marketing, come about by looking at the problem in a slightly different way. This new way of looking at the problem allows things to fall into place--and the problem is solved using techniques which have been well known for some time.

In their vocations and avocations, people are concerned with problems. When they have identified the problem, they will use the procedures from a variety of disciplines in the solution. While they may acquire their knowledge of procedures of solution in clusters arranged by similarities in the types of solution, they reorganize this knowledge for practical use into clusters arranged according to its relevance to types of problems. Education is solution oriented--and unfortunately, most training, customer education, reference manuals, and job descriptions suffer from a carry-over from education. They, too, tend to be solution, rather than problem, oriented.

The man who, on the basis of what he learned during his education and training, becomes competent in his job, does an enormous job of learning to recognize problems specific to the job and then restructuring his knowledge to fit the problems. In doing this, he will often find gaps in his knowledge--and will find remedies through reading, through seeking advice, or through trial and error. Judging from results, it would seem many people are not able to restructure their subject-oriented knowledge to fit their job problems. They are then unable to detect and remedy gaps in their knowledge. For example, many people who do well in tests of math skill and knowledge are unable to use simple math in their jobs--they cannot make the connection between the problem and the math procedure for solving the problem.

It appears that the development of people so that they will be competent in their work requires a different approach from the familiar educational approach. This different approach will affect both what is taught and the structure of the knowledge, concepts, and procedures that are taught. Let's now examine how this can be done so that graduates from the training program will be useful in a job--will have marketable skills. (I must credit/blame Ivan Horabin, a fellow consultant, with the essence of these thoughts.)

It is self-evident that a man who cannot tell the difference between a job-well-done and a job-not-well-done, will do well only by accident. It won't matter how clever, knowledgeable, skillful, or qualified he is--if he cannot tell the difference, he cannot be a reliable achiever. Even if we spell out, step-by-step, exactly how he should do the job, he will be unreliable. He will misinterpret instructions, misjudge the relative importance of different steps, attempt inappropriate short cuts--and the end result will be highly variable achievement. To effectively solve a problem, a man must -

1. See that the problem exists.
2. Be able to tell when it is solved--be able to tell the difference between problem-solved and problem-not-solved.

The ability to tell the difference between well-done and not-well-done, between problem-solved and problem-not-solved, is critical to reliable achievement in any job. But there is one problem. The ability to recognize error contributes to reliable achievement only if the error can be used as a basis for deciding the course of action that will eliminate the error.

One way--the usual way--of solving this problem is to develop and teach procedures which will, if followed, produce no errors. However, this approach takes us right back to where we started--solution-oriented instruction. The alternative is to direct attention to how the required achievement is defined. The achievement, or the condition-when-the-problem-is-solved, is defined in such a way that any errors that are detected indicate what should be done to eliminate the error.

Let us assume, for the moment, that we have defined the achievement presently expected of a man in his job. We have descriptions of the products and the criteria for evaluating those products. The criteria are such that the man has feedback available to him so that he can evaluate his own achievement.

Clearly, the first step is to make sure he knows what he is expected to achieve and how he will evaluate the achievement. This can often be done by means of a written specification. If this approach proves ineffective, if the trainees cannot learn from and apply the written specification, then instruction must be given. Once we have made sure the trainee knows what is expected of him, the next step is not necessarily to teach him the skills and knowledge needed to be effective. In many cases, giving the trainee opportunities to do this part of the job will be all the learning opportunity he needs. We have found this remarkably effective with apprentices. They do, of course, discuss problems with their peers, and if no solution is found, they ask a journeyman. In some cases, it has been found necessary to prepare reference materials outlining relationships in a system and recommended procedures. They use these reference materials at their own discretion, on a need-to-know basis.

There are several benefits to this approach. The motivation is high, since all learning is directly and immediately related to a real problem. The development of a problem-oriented approach to work results in employees of considerable flexibility, who seek out learning opportunities throughout their working career. By learning to achieve to specified criteria in training, they also learn to gain satisfaction from achievement of organizational goals in their work.

What we propose is, in association with local industry and expert instructors, to develop a model specification of the products of the jobs and the criteria by which his products are evaluated. This will form a statement of the typical achievement expected of the man in his job. We will then analyze these achievements in terms of the procedures, skill, and knowledge required by them, and structure the achievements to form a curriculum which will give the trainees opportunities to progressively develop. We will then design the opportunities required by the curriculum so that simulated or real-problem situations can be provided within the constraints of the school facilities and resources.

Industry is beginning to awaken to the fact that they must, at least for the time being, do these things for themselves. Industrial training departments are beginning to see themselves, not as "corporate baby-sitters," but in the same immodest vein I began with: they are beginning to see themselves as performance problem solvers for their organization. The results of this new attitude show some promise. Some rather dramatic things are happening in training. To illustrate, I refer you to the handout, a paper from a recent article in "Training in Business and Industry."

Eastman Kodak's Marketing Education Center in Rochester, New York, is run like an educational institution. That is, their expenditure must return in value to the company, and this "worth" analysis is done in dollars and cents, not in grades and degrees.

In preparation for this session, it became clear to me that I didn't know precisely what "continuing education" is, apart from what we do in training. I asked my colleague, Ivan Horabin. He said, "Continuing education is everything that happens to someone after he graduates." Now I know that you guys are more immodest than I am.

When a family emergency kept J.H. Harless from participating in the seminar, one of the seminar planners performed "above and beyond the call" of committee duty. Dr. Robert C. Anderson stepped into the program gap with a presentation on understanding community organization and how to effectively work with it. This field has been Dr. Anderson's special interest since receiving his doctorate from MSU and becoming assistant director of the Institute for Community Development and Resources of MSU's Continuing Education Service in 1965. His continuing education career began with the Cooperative Extension Service in which he had both 4-H Club and county agricultural agent assignments in Minnesota.

COMMUNITY COOPERATION AND INVOLVEMENT

By ROBERT C. ANDERSON

The main topic that I wish to place under discussion this afternoon is the community. What is the community? What is your community? Rather than try to describe it to you in words, I believe it is easier to draw it.

This is the community as I see it. Don't you agree?

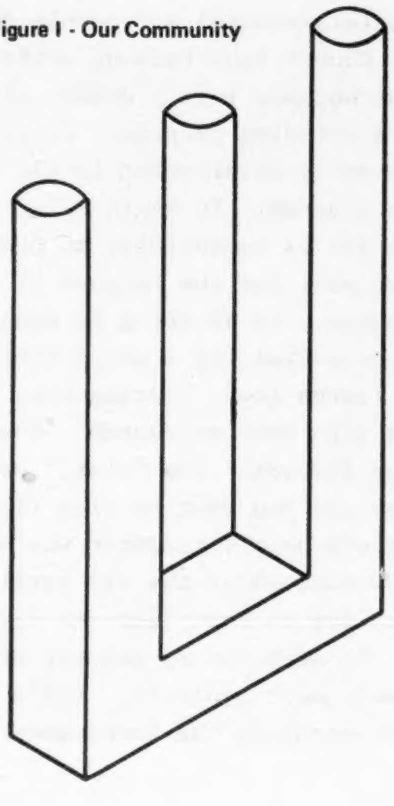
"An optical illusion!" you say.

Is your community an optical illusion?

"It seems to be at times!"

Let's take a closer look at my picture of your community. Look at it from the top, as your mayor and city council or dean and extension administrator do (Cover up the bottom half of Figure I). As policy making bodies in a community look down on their community, the image or perception they get of the city or university is clear and distinct. That doesn't say it is the true, the good, or the right image. It simply means they do hold what seems to be a clear perception of the city, college, or uni-

Figure I - Our Community



versity they are responsible for. The fact that their image may be different from everyone else's (Cover the top half of Figure I) does not necessarily mean that it is wrong, or that our image, from the bottom as citizens or students is any truer, better or more correct. We simply see it differently.

The first point I would like to make is that the community, our community, is what we think it is, what we believe it to be or not to be. It's nothing more, nothing less than this. If it is good in our eyes, then that is the way we are going to keep it. If it is bad in our eyes, then we are either going to try to alter it or leave it. How we view it is related to our belief system. It has something to do with identity, with loyalty, and with structure.

My objective today is to present and discuss with you ideas and tools designed to give a better understanding of the communities we live in. We know, to begin with, that each community has a history of successful and unsuccessful "community development" efforts. As a result of these efforts, over time the relationships between people and their systems tend to become fragmented and highly crystallized. Positions are taken; sides are drawn as problems arise and are resolved. While conflicting relationships tend to develop among social systems and the people in these systems when attention is turned to community development problems, the solutions of these problems generally call for significant commitment and cooperation on the part of all units (social systems) and people directly affected by the problem.

Church fund-raising activities form the classic example of this point. I know because I am a member of a Lutheran church that is currently in the midst of a building program. If you ever want to experiment to understand what community development is all about, become actively involved in a church building program. To begin with, a fund raiser, an outside consultant, comes in. His job is essentially to destroy the normal social structure of the church community for the purpose of inducing members to pledge funds for the building program. In so doing he tends to violate all the norms of behavior within the congregation for a short period of time. He secures pledges of support; then he leaves town. During this period, a small group of the parishioners resign and join another church. Some parishioners who stay refuse to talk to lifelong friends. The "scar," or the "development," a new church facility, whichever way you want to view it, is left. A congregation grows, new people come, the old people remember the old bitter fights. New people generally do not know much about the old battles but occasionally they stumble into them when they try to carry out new development projects.

So much for my example of the nature and consequences of involvement in development projects. Let's take a look at some tools that will help in understanding the involvement process.

I would argue that the community, in terms of people, in terms of its social systems, in terms of its structure, is by necessity a cooperative system, not because cooperation is good or bad, but rather for the very simple reason that it is absolutely necessary in order to achieve community goals.

I'm not going to argue the point that cooperation is good, or that we live with people in an apathetic non-cooperative community who really do not know what they want or what is good for them. I don't believe Americans are non-cooperative. They are simply discriminating in their patterns of cooperation, or involvement. An interesting belief in our culture is that it is good to be cooperative. If I asked any of you, "Are you non-cooperative?" what would you say? How many of you would say you were cooperative?

The next question is, "Why are you cooperative and/or not cooperative?" I'm going to try to tell you. I'm going to start by stating a position based on my observation of human behavior.

This is the position: As a general philosophical principle I will not cooperate with anybody, for any reason, on any task that I can do myself. I believe that this do-it-myself position characterizes the American people more accurately than democracy, cooperation, or concern for the well being of fellows. When I say this, I'm not making a value judgment. I'm simply saying analytically that if there is any principle that seems to govern the behavior of people it is the principle that they do not cooperate with anybody on any task that they can do themselves.

For me, it is a logical principle because it involved asking the question, "Why should I cooperate?" before making a cooperative commitment. We all deal with and are responsible for very limited resources, the limited resources of our time, our talent, our money, our values. Agreeing to participate in this seminar was an act of cooperation. It had a price that I have to live with: association with extension workers. We have been told that adult educators have not done much. If that is true, it's questionable whether I want to, or can afford to, be associated with a do-nothing kind of outfit. It costs me to put my name on something that you people are doing. "What is in it for me and what will the cost be?"

We are caught in a dilemma. In one sense, we are charged to form an identity, to produce a product that is uniquely ours as individuals, as organzations, as corporations, as universities, something unique that someone else needs. We have to be wanted. You have to need this university, or this university is in trouble. Your city and its residents have to need your adult education programs, or your department is in trouble. And consequently you are in trouble. A test of whether the community needs you or not is to answer the question, "What would happen in your city if your department and all its programs were eliminated?" Would anyone miss you? Are you doing anything that is essential? What is your unique contribution to your community?

On the other hand, we can't remain independent because we haven't the resources to do everything alone. We organize, we cooperate, to achieve tasks that we perceive are worth doing and that we cannot achieve by ourselves. If anyone of us could do one of these tasks individually he would because then the profits from it would be his, whether they be social recognition, monetary reward, self-satisfaction--you name it--profit based on values of importance to him. If I cooperate with somebody on a task then it is no longer my project; it is our project. I must share the profits or losses associated with it with somebody else.

We identify a project worth doing, and we make an assessment of what is needed to get the job done. Remember when I asked Marguerite Biesele to move the projector and table? That was a task that very clearly didn't require a strong mind; it required a strong back. I deliberately employed a strong mind resource to do a strong back job. I should have used a strong back resource. I should have asked Duane Gibson to move the table. The principle of involvement relevant at this point is that the only time you seek the involvement of someone else is when he has a resource that, combined with your resource, will accomplish a task that could not be independently achieved. Now let me give you a very exaggerated personal example of this.

A few years ago I decided that I wanted to produce some kids. Given my philosophy of life, I was going to do it myself. And so I tried and I tried. And for all of our modern scientific knowledge, I still cannot produce kids by myself. And if I could induce all of you gentlemen here today to work with me on the project we still could not do the job. You gals don't need to snicker, because you can't do it alone either. Now how do we solve this problem? The facts of the problem are that a combination of male and female resources is necessary to produce children. The two very different kinds of resources in an interaction process, with some sort of cooperative arrangement, can get the job done.

But in this culture what is the cost of getting the job done? What is the cost of legally producing children? In America the producers must marry each other, live with and support each other and their family for life. That is one of the investments required to produce children in our society. My wife isn't here to speak for herself on this story, but the point I am trying to make is that any act of involvement has a price tag, a cost, an investment, a responsibility. This cost is reflected in terms of the allocation of our own limited resources, and our identification with the resulting product. So when we set up cooperative arrangements, these are not to be entered into lightly. None of us can afford to be so cooperative as to say, "Sure, count me in," every time we are asked to become involved in a cooperative activity. That may be why there appears to be some public apathy in your community. It may well be that many of our community projects are really not worth the cost of commitment. Maybe the cost, or the losses, are too high! Yes, you see, it is a two-way street. Cooperation may be good and rewarding, or it may be not so good and non-rewarding.

I would argue that you don't really involve yourself in any decision making, development or cooperative act without committing yourself and your resources to that action. To simply say, "It is a good idea," "I support you and wish you luck," "Let me know how it turns out," is not meaningful interaction. It is not cooperation and does not lead to development. Only when you are willing to invest yourself and your resources are you likely to become a part of community decision making. When you do this you place your life's values on the line. That's what it takes to get into the decision making structures of communities and to become a community decision maker for community development. Your resources--your name, your reputation, and what you stand for--are involved.

Community involvement is a very obvious part of community development. Community involvement by definition calls for community cooperation, but what is "cooperation"?

Cooperation is a very widely used and generally misunderstood concept in most communities of America. It seems appropriate, at this point, for me to state my ideas about community cooperation in a more precise form.

1. Cooperation is not "good" or "bad"; it may be either or both.
2. Community action is organizational in character, whether it be the informal organization of two people or large scale formal organizations of five hundred people. Community action is an organizational activity, and as such some common "principles of organization" govern the action.
3. Community action efforts are inter-organizational and therefore cooperative activities. This is true, not because of choice or because of the "goodness," "appropriateness," or "niceness" of cooperation, but because of a "necessity" for multi-unit involvement and commitment for successful community problem resolution.
4. Cooperation is the ordinary business of life in a human society.
5. Cooperation comes into being when: (1) there are persons or organizations able to communicate with each other, (2) who are willing to contribute their own limited resources to a cooperative action, (3) to accomplish a common purpose.
6. Cooperation occurs only when individual or organizational limitations become significant factors in goal achievement and when the application of the resource energy of two or more persons or organizations will overcome this limitation.

People must be induced to cooperate or there can be no cooperation. The net satisfactions which induce a man to contribute his efforts to an organization result from his perception of positive advantages as against the disadvantages which are entailed.

Sufficient conditions for involvement in cooperative community action programs involve at least three elements or postulates:

Postulate 1: An individual or organization will become involved in, and contribute resources to, cooperative activities that will directly enhance the interest of that specific individual or organization.

Postulate 2: An individual or organization will become involved in, and contribute resources to, cooperative activities that will directly enhance the interest of a broader community of interests of which that specific individual or organization is a member or part.

When these two conditions are met it is possible to postulate that:

Postulate 3: An individual or organization will insist on becoming involved in and contributing resources to cooperative activities that are perceived as serving the actual or potential good of the whole community of interest as well as of each individual or organization holding membership in that community.

Given my image of the cooperative process I now want to briefly describe a Model for Community Involvement. To do so, I have drawn heavily on the work of a number of sociologists here at Michigan State University which I believe provides a base for understanding community involvement "as it really is!"[1]

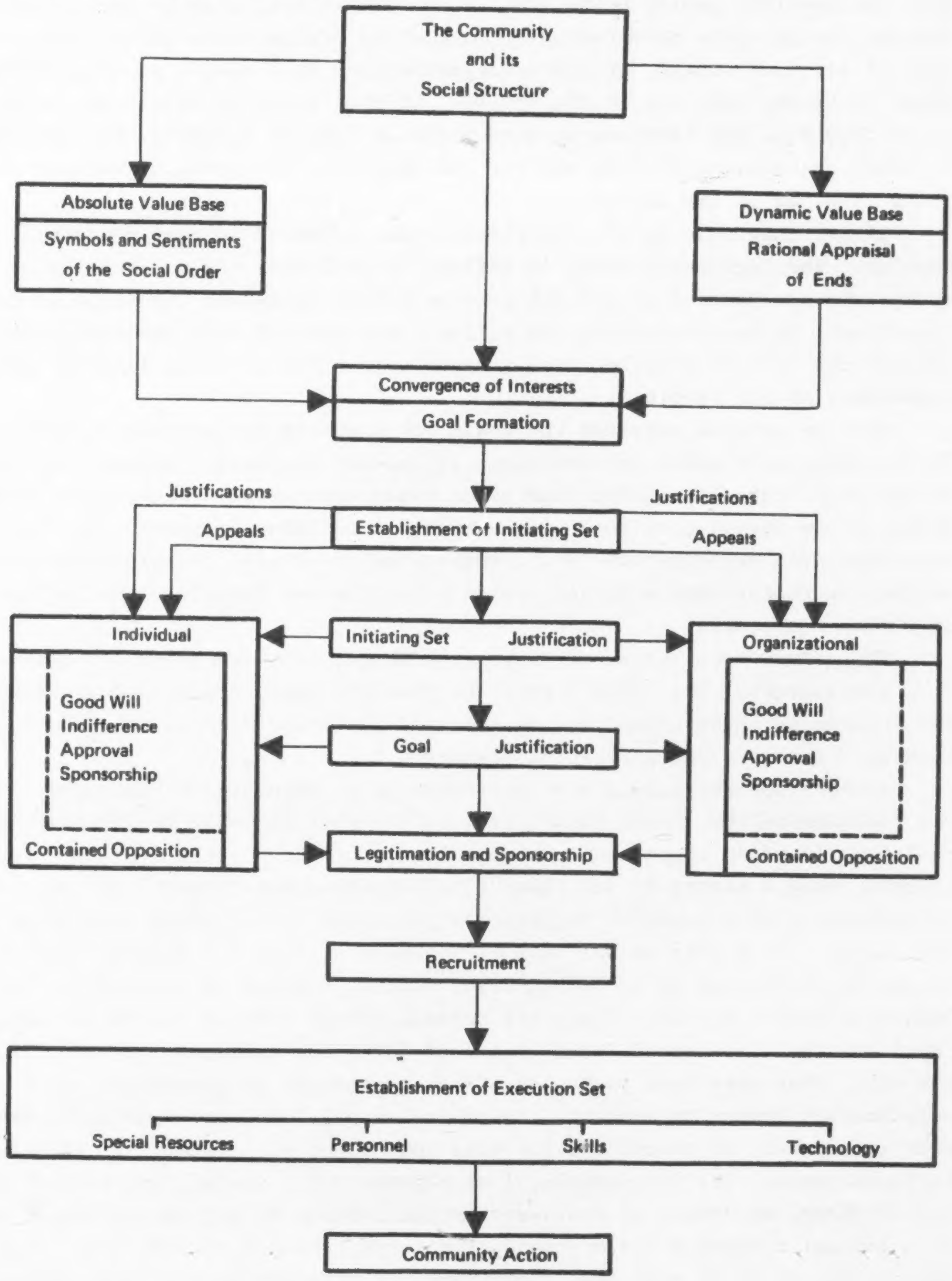
There are three major parts to the model:

1. Problem Recognition, Convergence of Interest, and Goal Formation.
   1) Identification of a problem.
   2) Identification of the individual units and groups directly affected, positively as well as negatively.
   3) Development of alternative solutions.
2. Establishing an Initiating Set
   1) Justifying the membership of the Initiating Set.
   2) Justifying the goals proposed by the Initiating Set.
   3) Securing legitimization, support, and sponsorship of these goals.
3. Recruitment and Establishment of an Execution Set.
   1) Justifying the membership of the Execution Set.
   2) Securing organizational as well as individual commitment to a program of action.
   3) Planning the detailed course of action to follow.
   4) Implementing or carrying out the action program.

Briefly let us follow the path through this Model for Community Involvement (Figure II), and see if it has any relevance to the understanding of community action programs in which you have been participating. I believe it does account for and explain essential aspects of most community action projects.

Let us assume a community problem has been recognized and alternative courses of action have been contemplated.

Figure II - Model for Community Involvement


The Community and its Social Structure
Absolute Value Base
Symbols and Sentiments of the Social Order
Dynamic Value Base
Rational Appraisal of Ends
Convergence of Interests
Goal Formation
Justifications
Justifications
Establishment of Initiating Set
Appeals
Appeals
Individual
Initiating Set
Justification
Organizational
Good Will
Indifference
Approval
Sponsorship
Goal
Justification
Good Will
Indifference
Approval
Sponsorship
Contained Opposition
Legitimation and Sponsorship
Contained Opposition
Recruitment
Establishment of Execution Set
Special Resources
Personnel
Skills
Technology
Community Action

Starting at the top of the model (Figure II), our first task is to identify the specific social units (the social structures) that in one way or another are directly affected by the community action to be taken. Make a list of all individuals, groups or organizations that have a socially defined right to become involved in the action. At this point it is not important how or if they will get involved or what position (for or against) they are likely to take; the only test to be met is: Do they have the socially defined right to be involved in the action.

If so, they make up the legitimate order affected by that particular problem. The legitimate order is defined as including all individuals or groups who see themselves and are seen by others as having the socially defined right to be involved in the action. One test of such membership is whether the unit in question will go into opposition if it is ignored, not consulted, or not involved.

Next we need to consider the basis for securing cooperation of members of the legitimate order for the community action proposed. Support for such action must logically evolve from value bases appropriate to the legitimate order of the social structure within which it is being proposed. By this I mean that each organization in the legitimate order will independently test--approve or reject--the proposed action using its own organizational values as involvement criteria.

The value bases for cooperative involvement of these units are derived from two sources. The first I call the absolute value base, such as "symbols and sentiments"; the second may be referred to as the dynamic value base, such as "appraisal and allocative standards."

Symbols and sentiments are considered to be absolute in character. They are the time-tested, traditional, generally unchallengeable foundations of an individual's or an organization's behavior. They are belief systems. For example, when I exhort to you that "I believe in Jesus Christ," all the logical reasoning of scientific evidence in the world is not going to sway me from this belief, from this value. And if you were to launch a program that challenged or threatened my belief in Jesus Christ, I probably would fight you. That is a belief system. There are certain things that we believe in, and these are the time-tested continuities of life, our cultural heritage, if you will, that have been passed down from generation to generation, from one organization member to another. Every individual and every organization has a belief system, an absolute value base that's not challengeable. To debate it is nonsense. If, for example, I am bigoted and a racist, you are not going to change my heart, as Professor George Johnson of our faculty would say, with logical reasoning and arguments that assert that I shouldn't be. You may be able to do it with some other kinds of strategy but not with rational debate or systematic evidence. This value base may govern whether and how I do or do not become involved in cooperative activity.

Dynamic values, or appraisal and allocative standards, on the other hand, are rationally derived, tentative in nature, and subject to periodic evaluation and change. They are best illustrated by our use of new knowledge. As technology develops, we drop old ways of doing things and adopt new ways, employing the new technology. Such value changes are ever present and occur in all facets of life. We see evidence of this in the market place, in the food we eat and the fashions we wear. We see it in modes of travel, in the space and industrial activities; we even see changes in education, in religion and in community affairs such as human relations.

After the assessment of value bases likely to govern the behavior of the social structure to be involved, the next step in the model is the convergence of interest. This takes on a special meaning here in that it implies a convergence upon the acceptance of a common group goal. Different individual organizations can accept the same goal for quite different reasons. The important point is to see to it that convergence does take place regardless of the individual or independent motive backing this social convergence. When social convergence takes place, then and only then does meaningful goal formation occur. We engage in cooperative efforts for quite different reasons, even contradictory reasons. This is not unusual. I could cite many examples of where we do it everyday.

In many community development efforts, however, the tendency is to deal with the people who have the same values we have, those who have the same resources to contribute that we possess. We hesitate to talk to those who have a different set of values; we find it uncomfortable and difficult to associate with them. We have difficulty understanding their positions. In essence, we tend to talk to ourselves, never really recognizing that there are other views in the world and that if we really want to involve the people of different views whom we must involve to solve most community problems, we have to do so on their terms, not on ours.

In so doing, we will modify our goal a little bit to accommodate their vested interests. To the extent that points of common interest can be enhanced or solved by a community action proposal we can expect to secure a positive commitment of cooperation from the relevant units. If, on the other hand, we push for action and such a move is perceived as detrimental or upsetting to these vested interests, we would predict that organized opposition to the plan would be forthcoming.

The decision to cooperate or not cooperate made by each unit involved is determined by some combination of absolute values and dynamic values. There is not much room to argue or debate the first. It is generally not advisable to tamper with symbols and sentiments, or belief systems. If your proposal fits, it will generate support. If not, you cannot do much to change the situation. The use of reason or debate, when the proposal is counter to the organization's symbols and sentiments, could well result in the generation of dedicated opposition rather than cooperation. On the other hand, appraisal and allocative standards or dynamic values can be changed with the proper presentation of sound rational and factual information.

When your university or college attempts to induce an organization to cooperate in community action programs, the main points to remember are:

1. Select symbols and sentiments common to all organizations for use in your appeal for cooperation.
2. Select symbols and sentiments independently held that are not in conflict with other organizations' interests.
3. Do not directly alter or attempt to change organizational symbols and sentiments that run counter to the proposed plan of action. Try to avoid them for it's generally better to "go it alone" than to stir up dedicated opposition.
4. Select common appraisal and allocation standards when possible.
5. Aggressively counter conflicting appraisal and allocation standards with hard factual evidence and you will establish a new base for cooperative efforts.

I want to underscore again the point that the decision to become involved, to cooperate, is made by each unit of the legitimate order on its own value terms, not on yours.

After we have accounted for vested interests, then we can move to the next step, the establishment of an initiating set. This is a group of individuals or organizations who are held in high enough regard to have the social right to initiate a plan of action. They must also be able to legitimize the plan and secure the obligation of others in the sponsorship of action. The right of an individual or an organization to initiate, to introduce something in a community, has to be earned. It is not granted automatically. Now here is where I think many adult educators run into program difficulties. What kinds of activities does your university or college have a right to initiate within your city? What activities are strictly not your right to become involved in?

The initiating set also has to justify its goal in terms of value bases. As mentioned above, research findings on community action have shown clearly that different individuals and organizations justify group goals for quite different or even opposing reasons. The important test is not how each group justifies the goal, but whether or not it does, and whether it then decides to join in the sponsorship of the action.

An important function of the initiating set in the involvement process is to conduct negotiations to determine how to alter and re-define the goal so as to involve the maximum proportion of the legitimate order which can justify, legitimize, and, hence, sponsor and support the proposed action.

Moving to the left hand block of the model we see that individuals will either offer good will, be supportive, indifferent, or opposed to, the proposed action. Likewise, we see on the right hand block of the model that organizations have the same alternative attitudes. How access to different individuals or organizations in the legitimate order is to be gained, i.e., whether by overlapping or multi-membership in different organizations, personal channels, justification based on logical reasoning, or by some other kind of general appeal--must be determined and carried out by the initiating set at this stage of the involvement process.

To begin with, they need to account for major organized interests that potentially have something at stake in such a goal effort. These may be classified into at least three groups: approving, indifferent, and opposed. The main point here is to actually identify and specifically account for the kind of involvement that can be expected from the individual and organized interests directly affected by the action proposal.

Early strategy to follow would be the neutralization or containment of potential opposition and the moving of indifferent individuals and organizations into a position of supportive involvement in goal formation and program sponsorship. This can be accomplished by carefully justifying the proposed plan using the independent value bases governing the behavior of each individual or organization. It may be that one of the best sources of assistance in goal formation, sponsorship, and execution leadership can be obtained from what are initially indifferent individuals and organizations. If the opposition is not contained or neutralized at this point in the process, common sense would say the plan should be brought to a halt and a reappraisal made.

Community action programs are traditionally perceived as being carried out by community leaders, community-minded individuals. Certainly this has been the case in most adult education action programs. I would argue, however, that most adult education tasks that we attempt to achieve at the community level call for commitments of resources far beyond those held by individuals.

If we are going to do anything that has an impact, not only do we have to have personal commitments of individuals, but we also have to secure corporate or organizational commitment, large and small, vertical as well as horizontal. Education calls for commitment of the scarce resources of the community, the church, utilities, associations, industrial and business firms, and the schools, colleges and universities. In the Lansing area, for example, are the University, Michigan Bell Telephone, the Oldsmobile Corporation and the supermarket on the corner willing to commit their resources to educational programs? Unless we obtain corporate commitment, chances are we are not going to activate a meaningful program. Rather, we will likely engage in a lot of talk, have a lot of dialogue but no action program.

It is individuals who in the end must represent their organization and commit its resources for or against the proposed action. It should not be too difficult to identify the individuals who, as responsible organizational representatives, can justify and sponsor an action program of human relations within their own organization. They must not only be personally committed but must be able to justify the program to their representative organization and secure an organizational commitment of support.

After the decision is made to carry out or execute the action, it is important to obtain the necessary facilities for carrying it out. This is accomplished through what can be called the recruitment process. This is the point at which firm commitments for cooperative action are made. An execution set is formed and carries out the details of the action plan.

How does what we have discussed relate to your concerns and responsibilities as deans and directors of extension services?

As you attempt to mobilize resources for educational programs, I would like to suggest that you secure only the resources sufficient to get the job done. I question the advisability of always attempting to maximize involvement. I do so on several grounds.

1. We are always dealing with limited resources of people's time, talent, and economic possessions. We must be discriminating in our allocation of these resources.

2. There are many good alternative educational projects that also call for citizen involvement. To expect extensive, continuous commitment of people for all "good causes" is to expect the impossible.

3. For some projects, widespread involvement may in fact prevent rather than facilitate community human relations goal achievement. When the task becomes everybody's responsibility, in all too many cases, it becomes nobody's responsibility.

4. There is in fact a social cost associated with involvement. You can go to the social bank and withdraw people's commitment and involvement only for a limited period without making some new deposits.

I have noted in my work on community projects across the state that all too often the people who are consistently involved are what I call the "Professional Meeting Goers"; some call them the "Do Gooders." I see the same faces at a wide range of community development planning meetings. They apparently have the time to attend meetings. The performance record of many of these community development planning meetings tends to be less than outstanding. I hope that this discussion today has provided some explanation for this record.

I wish to close by reasserting the basic questions whose answers are necessary if you are to secure cooperative involvement of people and their organizations in educational programs.

What specific tasks are you attempting to achieve?

What kind of involvement is really necessary to get the job done?

How many and what kind of resources are really needed?

What contribution will each involved person or organization be expected to make, and can they afford to make such a contribution?

What is in it for them?

What is in it for you?

What is in it for your community?

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[1] The "Model for Community Involvement" and the descriptive sequence of action flow presented in the rest of this paper are taken in large part from Christopher Sower, John Holland, Kenneth Tiedke, and Walter Freeman, Community Involvement (Glencoe, Illinois: The Free Press, 1967) pp. 301-320.

In Dr. George Hay Brown, the seminar planners found a man who could speak from a background in education, business, and national government. Before becoming director of the Bureau of the Census in the United States Department of Commerce in 1969, the University of Chicago-trained economist was manager/director of the Ford Motor Company's Marketing Research Office for 15 years. Earlier he taught marketing and directed several bureaus and divisions of the University of Chicago in a 17-year academic career. This background helped him to meaningfully interpret many of the latest census figures and forecasts for the continuing education leaders.

PATTERNS OF CHANGE IN THE UNITED STATES, WHERE WILL WE BE TEN YEARS FROM NOW?

By GEORGE HAY BROWN

We are approaching the 200th anniversary of the United States. Indeed, we're close enough to it that plans are in the works for observances to take place in 1976. Two hundred years since the colonies declared themselves a free nation composed of a collection of what were to become states bound up in a single cause and aimed in a single direction.

Two hundred years is a relatively short period of time when compared to other nations' histories and when one thinks of the incredibly long way the United States has traveled. Obviously, many factors have intertwined to make this nation the great power it has become in two centuries. One of these factors, I feel, has to be the census. Of course, not the least reason for my pointing this out is the fact that I am the director of the United States Bureau of the Census.

We've often heard of the far-sighted wisdom of our founding fathers who drew up the Constitution setting forth the channels that this nation would tread upon in its precarious journey through history into the future. Article One, Section Two provides that a federal census be taken every ten years. 1790 was the year in which the first census was taken and 1970 was the latest year in which it was taken. The vastness of the differences between those two censuses, 1790 and 1970, can well be imagined. Two primary examples: the 1790 census showed the population to be just under four million. The 1970 census showed it to have swelled more than 50 times that number (204 million)!

The 1790 census cost the government 44-thousand 377 dollars and 28 cents... averaging out to about one penny per citizen. The 1970 census cost more than 200 million dollars, averaging out to about one dollar a person. These comparisons are indicative of the enormous changes since 1790. Despite the wisdom of the founding fathers, we doubt that even they could foresee such a tremendous change. But they did foresee a great future for the United States. It was the future that they were focusing upon when they included provisions for a census.

The future is an important part of my job. Although the Bureau of the Census spends most of its time measuring where we are, it does so to see the future. I am sure all of you have heard the observation: To know where you're going, you've got to know where you've been. One reason why a national census every five or 10 years is so important is to sharpen our knowledge of the long term future.

The Bureau of the Cenus deals in facts--precise numbers of people, exact physical boundaries, specific ages, incomes, and gender. Because we deal in numbers, the Bureau of the Census is in a way, a highly accountable group. When you announce exact numbers about a city, a state and the United States as a nation, I assure you that one is indeed in an accountable position.

To talk about the future; to talk about say, 1985; is a major undertaking. It requires a lot of homework by a lot of people; a lot of facts and figures checked in and out; above all, it represents a team effort that addresses itself to our state of affairs, not in terms of philosophies, but in the context of what we can learn from statistics about our national life.

I am going to start with a prediction in the realm of the abstract. Everything I see indicates we are going into 1985 in a country that is basically people oriented, with strong individualism, a free market, and a democratic society beset by many problems, but working them out in terms of human liberty and dignity.

Now let's get down to the business of examining the facts and figures in the world of things for evidence regarding our future. How much are we likely to grow as a nation in the next 14 years? What will be the distribution of the population by residence, age, income, and other important characteristics? What about the population explosion?

Expected Population Growth: 1970 to 1985

In 1967 the Bureau of the Census prepared four series of population projections. Underlying these projections was the assumption that completed fertility would range as follows:

-- 3.35 children per woman for Series A. (rates of 1950's)

-- 3.10 children for Series B (expectations data)

-- 2.78 for Series C (rates of early 60's)

-- 2.45 children for Series D. (rate of late 1960's)

Recently we added a fifth:

-- Series E. 2.11 children. (In time a zero population growth without immigration. It is assumed that mortality will decline slightly.)

Recent fertility trends have caused the bureau to update its 1967 projections. Series A no longer seems a reasonable possibility for 1985. Between 1940 and 1957, average age at marriage declined; the proportion of women who were married increased; birth intervals became shorter, and fertility rose sharply, especially during the postwar years. As a result, population growth between 1947 and 1957 averaged 1.7 percent per year, considered a very high rate for an industrial nation. Since 1957, however, age at marriage and the spacing of births have increased slightly and fertility dropped sharply. The current level of fertility is at Series D, or an average of about 2½ children per woman. We have therefore added Series E.

The drop in fertility in recent years means that young women are now having fewer children than women in the same age groups had in the 1950's. Most of these women have indicated they desire an average of three children, and it's possible they are merely postponing childbirth. However, many demographers believe this postponement will result in a reduction of completed fertility for these women, although no one knows for sure.

Available evidence seems to indicate that the U. S. population in 1985 will be between 240 and 255 million persons. This would represent an increase of 35-50 million people over the present level of about 208 million. The number of births should run between 4 and 5½ million per year, and the rate of population increase should be between 1.0 and 1.5 percent per year, assuming that current levels of fertility will continue. However, fertility rates could well drop below current levels in view of the current concern with the effect of population growth on the environment, and possible changes in the laws on abortion. If many states remove restrictions on abortion, it is considered likely that there would be a further reduction in fertility. Other nations have reported such a result after similar legislation.

Immigration is expected to be fairly constant at about 400,000 per year for the foreseeable future. The current law passed in 1965 establishes a ceiling of 270,000 on alien immigration, but refugees and other special classes of immigrants bring the total to about 400,000. At this rate, by 1985 there would be about 6 million persons who had entered the country after 1970, and they would have had about 1.5 million children. Although fertility rates age-by-age are less for the foreign born than for the native population, immigrants contribute more than their share of total births because a large proportion of these persons are in the prime childbearing ages.

If fertility rates drop as projected by Series E, immigration will contribute about one-fifth of total population growth from 1970 to 2000. Without any immigration, the replacement fertility assumption of Series E would eventually produce a stationary population. With continued immigration, a stationary population could only be obtained if fertility rates dropped below the replacement level.

Even with a low fertility rate, the population growth rate will rise for the next decade because the proportion of women in childbearing ages will increase. On the basis of present information, however, the population growth rate could well return to its present level in the eighties or, perhaps, even slip below it. A slower rate of growth would, some observers say, make it easier to cope with some of the domestic problems attributed to it--as well as other factors contributing to the nation's problems. Others say that a stationary population would not be a panacea. They point out that such a population would be much older than the present one. It would have an equal number of people under 15 and over 60 whereas today there are twice as many under 15. The median age would be 37 as compared with 28 today. There is concern that an older, stationary population would be more resistant to change.

Let's look at another factor in our overall picture before reaching any conclusions on this point.

Expected Changes in Geographic Distribution: 1970 - 1985

The most significant geographic shifts in population, from a national viewpoint, are those which have taken place and which are expected to occur in the central cities and suburbs of metropolitan areas. It is well known that people throughout the world have long demonstrated a preference for city life. In the United States, two persons out of every three live today in metropolitan areas. In 1900 about 42 percent of our population lived in a metropolitan area. Between 1950 and 1960, when the nation as a whole grew by about 19 percent, the metropolitan areas grew by 27 percent. Since 1960, when the national growth was about 13 percent, that of metropolitan areas was about 17 percent. This is important. It indicates that, although metropolitan areas are still growing more rapidly than the rest of the country, the differential is narrowing. The proportion of the population living in metropolitan areas increased by two percentage points between 1960 and 1970--compared with an increase of four percentage points between 1940 and 1950 and an additional four percentage points between 1950 and 1960.

Our experts have come up with an additional interesting observation. We know that non-metropolitan counties as a whole in the U. S. are growing below the national average. However, those non-metropolitan counties crossed by a freeway and having a moderately sized urban center--between 25,000 and 50,000 people--are growing more rapidly than others. These counties, since 1960, grew at the same rate as the national average. The growth in these counties contradicts the popular notion that our nation's population is on the high-road to engulfing itself in a number of big, densely-packed urban centers. In sports-page parlance, smaller urban centers have been and still are running for daylight.

We are now in the era of the suburbs. In recent years, practically all of the growth in metropolitan areas was in the suburban rings. Since 1960, central cities as a whole grew only about 5 percent. The suburban rings soared in population by 28 percent. And the balance between central cities and suburban rings has clearly shifted since 1960. At that time, suburban areas had slightly fewer people than the central cities. Since then, more than half the people in our metropolitan areas live outside central cities and every indication is this fraction will grow.

The Negro or black population is now more heavily concentrated in the central cities than the white population. Eighty-five percent of the growth in the black population since 1960 has occurred in central cities of metropolitan areas. Although central cities gained 3.2 million persons between 1960 and 1970, this net change was the result of an increase of 3.2 million in the black population, a decline of 600,000 in the white population and a gain of 600,000 other races.

Looking 14 years ahead, this is how some of our experts at the Bureau of the Census view 1985: If past trends continue, nearly half of our national population will be living in the suburban parts of our metropolitan areas in 1985; only one-fourth will be living in central cities. Virtually all of the white growth has occurred in the suburban ring. The non-white growth has taken place primarily in the central cities. Unless there is a sharp change in trends observed in the decades 1950-1960 and 1960-1970, one-third of central city residents would be black in 1985 compared to one-fifth at present. Next year, we will be able to make more precise projections based on data from the 1970 census.

In discussing growth, we now have the opportunity to pause for a moment and talk about individual states and factors contributing to their population increase. Population growth in most places is affected more by the excess of births over deaths than by migration. Obviously, therefore the greatest absolute growth now and in the future is expected in the most populous states. But if we examine gains due to net migration, we now find and can expect in the future that the following states will attract the greatest number of migrants: California and Arizona in the West, Florida and Maryland in the South, and

New Jersey and Connecticut in the Northeast. Census experts believe that most of the north central states can expect continued out-migration of their population to other areas of the country.

At this point, it is important to recognize that many areas of the nation are losing people and have been losing them for a long time. There has been an absolute decline in population in one-half of our counties between 1960 and 1970, particularly those in the central and southern areas where agriculture has been the dominant occupation. About 2,000 counties--or two-thirds--had more out-migrants than in-migrants. The following areas lost population between 1950 and 1960 and again between 1960 and 1970: a band of counties in the Middle West from the Dakotas and Minnesota to Texas and Louisiana and across the South to Georgia and South Carolina. In addition, there are areas in South Appalachia and in the sections adjoining the northern Great Lakes which have a long history of population decline. The National Goals Research Staff says this trend means--and I quote:

> Hundreds of American towns will continue to lose young people and economic opportunity; and the large metropolitan areas, already burdened with social and fiscal problems and characterized by fragmentation of governmental responsibility, may reach a size at which they will be socially intolerable, politically unmanageable, and economically inefficient.

The report goes on to say this: "A deliberate policy of encouraging growth in alternate growth centers away from large urban masses--coupled with a complementary effort of the use of new towns--is a viable option that warrants consideration." Alternative growth centers are defined this way: "Middle size communities--usually upwards of 50,000 but as small as 25,000--which are growing or have the potential for self-sustained growth."

Using the preliminary counts from the 1970 census, the Bureau of the Census has begun to identify possible growth centers, giving primary consideration to such centers located within county groups showing an absolute decline. Two groups of growth centers are being identified--those having a city of 50,000 or more population and those having no city of 50,000 population. All are outside of the well known population corridors.

A few examples of counties having a city of 50,000 or more and growing even though the population in the area around them is declining, are: Cascade County, Montana; Lubbock County, Texas; Polk County, Iowa; and Quachita County, Louisiana. Some examples of the small city growth centers are: Campbell County, Wyoming; Portage County, Wisconsin; Dale/Coffee County, Alabama; and Grand Isle County, Vermont.

Much remains to be done to determine the reasons for exceptional growth and the probable future for each area. Work has been started on assembling data from our economic census to serve as a base for evaluating the viability of private enterprise in each potential growth center. We hope to be able to identify those kinds of business which tend to be associated with areas of unusual growth. It's now time to move along to another significant trend.

The Expanding Metropolis

Eighteen new metropolitan areas have been added to the census rolls since 1960. The land area of several other metropolitan areas also has expanded considerably since that time. The size of metropolitan areas (defined as a central city of 50,000 or more plus adjacent counties socially and economically integrated with that city) will grow as technology improves--and as new highways and other transportation systems are built. These make it possible for people in outlying areas to travel to nearby large cities for work, entertainment, and culture. At this point, we arrive at an important consideration: population density. The expansion in size of the metropolitan areas is expected to result in a continued decrease in population density.

Our demographers have made computations showing population densities for major urbanized areas (100,000 persons or more) from 1920 to the year 1960. These areas generally represented either a zone of continuous urban counties clustered around one major metropolitan area, or separate metropolitan areas that were not adjacent to other metropolitan areas. These data show the following: population per square mile in these urbanized areas declined from 6,580 in 1920 to 4,230 in 1960. By the year 2000--when it's estimated that 70 percent of the U. S. population will be living in these areas--the population per square mile is expected to decline still more--to 3,732.

Despite more people in metropolitan areas, there has been a lesser concentration of population density within these areas. This is because of expanded utilization of the land area in suburban rings by an increase in the number of people living in these outlying areas. This flight to suburbia has been made possible through advances in technology. Cars and trucks, new highways, electric power, the telephone--all these have allowed people to move farther and farther away from central cities without inconvenience including, in many cases, any major barrier in commuting. As a matter of fact, one of our studies shows that only about one-fifth of all commuters spend more than a half hour getting to work.

Here's a look at 1985 from still another important angle.

Expected Changes in Age Composition and Household Formation: 1971 - 1985

There will be a dramatic rise in the number of younger adults from now to 1985. One-third of the expected total population increase will be in the 25 to 34 year group. Altogether, we expect to have an additional 27 million people who will be in their 20's, 30's, and early 40's. On the other hand, there will be a change of only 2 million in the number of people between 45 and 64. Most of the remaining 16 million persons, who are expected to be added to segments of the population in the next 14 years, will be:

-- Pre-schoolers (Nine (9) million)
-- Persons over 65 (Five (5) million)
-- School age children from five to 15 years old (Four (4) million).

The most significant fact about the expected change in age composition is the very sharp increase in the number of persons in their 20's and early 30's. The meaning is clear: The next 15 years is the era of the young married.

We would, therefore, anticipate a rapid rate of household formation and relatively large numbers of births. During the past few years there has been an average of nearly two million marriages per year. Up from 1,000,000 in the early 1930's. Census experts believe this will continue for the next 15 years reaching a peak of about 2½ million by 1985. It is likely that we will need about two million new dwelling units per year to accommodate new families and replace worn-out housing units. Any appreciable increase in housing standards or the tendency of youngsters to move out on their own at an early age will increase the demand for housing even more. Since we are heading into an era of newlyweds, much of the demand will be for private homes rather than apartments. This doesn't mean the end of the apartment-building tendency in many suburban communities. Many new high rise apartments are springing up just outside city limits because of increased land values and the rising relative cost of constructing one-family homes.

We have already considered some of the major trends in age distribution--foreseeing, so to speak, the accent on young adults. These trends will have an important impact in the next 15 years on school enrollments. The number of elementary school pupils will probably drop slightly in the next few years--return to its present level by 1980--and then rise somewhat by 1985. High school enrollment is expected to change relatively little in the next 14 years. However, the number of college students is expected to rise by more than 50 percent from its present level of 7½ million to about 11½ million in 1985. About one-third the expected rise in college enrollment is due to population increase; and two-thirds is due to the expected increase in proportion of young people attending college. It is obvious that, if our society is to have the ability to handle the number of young people who expect to attend college, we not only need more facilities and faculties and college presidents, but far-sighted vision and understanding on the part of the public if we are to plan adequately for the next 15 years.

There is still another way of looking at our coming age distribution:

-- rapid growth among young adults between 20 and 34, and
-- lack of growth in the 45 to 64 year age group.

Some say such an age ratio could mean the following: there may be a shortage of experienced older men for positions of leadership in government, industrial management and politics. There could be pressure on some older men to postpone retirement. In any event, by 1985 we may expect to see more young leaders in government, private industry and politics, than ever before.

With all these predictions about the American people and where they are going, perhaps it's time to talk about money. Therefore, we can now consider this:

Expected Changes in Income Distribution: 1970 - 1985

Census experts believe American families will have far greater incomes in 1985 than they have today. All we need to do is assume that the level of income will continue to rise at the same rate it has for the postwar period and that the cumulative percent distribution of families and of income will be constant for each age group. Overall, the postwar per capita U. S. growth rate in constant dollars has been about 2.6 percent per year.

Based on these assumptions, real income would grow by about 100 percent during the next 14 years. In 1969, family money income adjusted for under reporting, totaled $600 billion. By 1985, it is expected to be about $1.2 trillion in 1969 dollars. Adjusted average median family income is expected to rise from $10,200 today to $15,300 in 1985, measured in 1969 dollars of constant purchasing power. At present, about 46 percent of total income is received by families with incomes over $15,000. By 1985, families at this income level will receive about three-fourths of the income. Moreover, because of the combined impact of both income and population growth, the number of dollars in-constant-purchasing-power at this upper income level will be about 3.2 times as great as it is today.

Most of the added purchasing power will occur in the 25-44 age group. At present, about 42 percent of all purchasing power is represented in the 25-44 age category. In 1985, this age group would account for about one-half of the purchasing power.

In a few words, we are heading into a society of an affluent majority. This statement has tremendous economic, social, moral, political and other major implications.

Is our national inheritance of such riches going to bring about the following: greater pollution of our air and water...more consumption of each natural resource...more goods and services...gadgetry gone wild...more crime, more narcotics...more and more and more.

Or will we use our increase in affluence to pay for pollution-free cars and planes; for cleaned-up rivers and lakes; for better schools; for updating of penal systems and institutions--a gamut of public services and needs.

We must begin a new search--not for more quantity in life, but for balanced and purposeful growth.

Think about what I've said today. This search will be conducted in an environment where we will see continued expansion of suburbs, but, at the same time, new growth centers. No big need to build more elementary and high schools for awhile, but the necessity to prepare for greatly expanding college enrollment...the so-called population bomb being defused...but for the present there will be a sizeable increase among newlyweds in the 1980s...our population is expected to be somewhere between 240 and 250 million Americans by 1985, but the nation will have far more affluence than any society has ever seen.

This is an exciting time to be alive. This is an important time to be alive. Each and everyone of us is inescapably involved in the problems the next 15 years will bring.

By chance the choice of a state government speaker for the seminar proved to be especially fortunate. When Gerald A. Faverman accepted the commitment, he was chief of the Educational Analysis Unit of the Michigan Legislative Fiscal Agency and a doctoral student in higher education at MSU. Before the seminar opened, he became assistant to the dean and director of program research and development for the MSU College of Osteopathic Medicine. Earlier his career included service as a cryptanalyst, intelligence research analyst, and lecturer for the Department of Defense and teaching at Boston University, Boston Conservatory of Music, Portia Law School, and Delta College.

CONTINUING EDUCATION—THE NEW NEEDS AND PEOPLE, A VIEW FROM THE LEGISLATURE

By GERALD A. FAVERMAN

Could you ask a plumber to pinpoint the year of his training that turned him into a plumber? Would he be able to tell you precisely at what point he acquired--and mastered--the skills of his trade?

Unless he is a very poor plumber--or unless he received his training on another planet--he could only tell you that learning to be a plumber is a continuous educational process--that he knows far more about plumbing this year than he did last and that one year of training dovetailed with the next. This is the learning process. It is difficult to mark where it begins. And it never ends.

Yet in education, the continuity of learning has been denied. First, it is decreed that those aged six through 18 will participate in 12 progressive parcels of education, then pass "go" and move on to four years of "higher learning." Some go beyond, to receive other degrees, and simultaneously to receive society's recognition that they indeed have been educated in the true and proper way. Then, unless they return to an institution of education, their learning, according to our rules and recognition, stops. Any additional knowledge picked up along the way, unless it is officially tagged and identified by a certificate of some description, does not compute. The acquiring of knowledge for the sake of itself could perhaps best be described as an eccentricity, an abberration; a practice to be conducted in the privacy of one's life with no recognition by society.

This rigid concept of the educational process is artificial, it is restrictive, and it is a lie. The age parameters by which we limit education are inane and meaningless. We have insisted that knowledge can be bound like the feet of Oriental women of yesteryear, that age dictates the level of learning, when in fact any living man will serve as the proof that knowledge is not broken by chronology--and won't be, no matter how we strive to make it play by our rules.

We spend far too much time on education as a rite of passage and not nearly enough on education as a lifelong process. We see it only as providing the basic tools for survival in society and deny its function to enhance every attribute a person has.

Those first 12 educational years are spent dispensing the basic skills of communication and understanding; the next four seek to provide some enhancement of an individual's aptitudes, so that he may place a marketable skill on sale when his education officially ends. His knowledge is displayed in the form of degrees, certificates, credit hours, and grade point averages, all designed to tally up what is in his head. What about that time he became tantalized by the development of cubism as an artistic expression, took several non-credit courses and read a series of books on the topic? You might consider this to be value added for his mind. He is certain to have derived some degree of satisfaction from responding to his intellectual curiosity. But do his credentials reflect his additional knowledge or, more crucially, his capacity for extra-curricular scholastic endeavor or his human betterment? No. Will he be encouraged to act unhesitatingly in the future on his intellectual queries? Under the reward system we endorse in education, he will not. He has not been taught to value the strivings of his mind, but the slips of paper that tell him who he is.

Thus we reap the fruit of refusing to consider knowledge for the sake of knowledge. We ask, instead; "How many credits?"

The university is often times a diseased organization. It insists upon measuring education by the credit hour rather than in terms of knowledge and fulfillment ignoring the historical legacy of scholarship for the espousal of the tools of the money changers.

But this is the essence of the educational system of rewards--which is a ludicrous throwback to the monastic snobbery of the medieval age. We grant a degree for four completed years of college work. For five years, it is possible to get a degree in some situations, but not always. Six years? Hardly ever is certification bestowed. Seven years? Certainly never. Eight? Always.

What is the difference between one year of knowledge and the next that one year is fulfillment and the next failure?

If we adhere, as we claim, to the notion that it is better to know than not to know and better to share knowledge than to sequester it, then it is ridiculous to reward and recognize in the manner we do. We must change our system of rewards and honor--creating new honorifics--in order to offer real education and not merely a succession of credit hours. We have been offering an excuse for education--an elective, if you will--and not the opportunity to live a life of learning.

In order to change, we must first encourage access to education under more convenient conditions. Present learning situations involve a deadening procession of classrooms firmly situated in established institutions--a stereotypic educational environment. Classes are not held in places of convenience or at hours of convenience. We should run adult education on Saturdays and Sundays, so that it may transcend the restrictions of a work week schedule, and in the middle of the night, so that workers may leave their shifts and report for class. We must conduct education by radio and television, off campus in shopping centers and movie theatres, and through the mail. Further, we must strive to reach constituencies we do not now serve in continuing education--we must run programs for the aged, for young housewives with small children, for persons desiring embarkation on second careers, or even third careers.

To put it plainly, we must break down the wall of elitism which surrounds the university. We can do this without sacrificing the quality of education, which can only be enhanced by diversity and accessibility. Our function is to distribute knowledge, not to canonize it; the cloak of intellectualism we wear is several sizes too small and must be expanded without delay.

It is necessary to recognize why the categorization of education came into being; why we concentrate on numbers--numbers of students, numbers of courses, numbers of buildings, ratios, equations, and the like. The essential reason the numbers exist is that it has been difficult to explain one's objectives and purposes precisely, hence the form rather than the substance was enumerated. Some method had to be devised by which to explain to the people who control the resources what they are receiving. Without the numbers providing a means of explanation, some found it difficult to ascertain the value of an educational experience and fund it accordingly. We are not paid for what we do, but how many of us do it and how long we are about it--and the reward is offered for the process and not the goal.

In the case of continuing education programs, it is next to impossible to get adequate funding based on the conventional comparison and analogy to standard educational models. Further, few have offered enumerative techniques to facilitate funding. In continuing education, there are no credit hours to trot out and no degrees granted. There is no basis for the necessary funding because there is no way to explain to the people responsible for allocating the resources what goes on, using the conventional language reserved for that purpose. Consequently, continuing education programs receive less financial support, much less recognition and cannot attract the qualified personnel necessary to make the programs educational successes.

What is needed here is a new funding principle that speaks directly to the needs of continuing education programs and uses the terminology of conventional funding procedures.

I have developed such a principle which, because we live in an age which marks its bureaucratic progress with a succession of acronyms, I call BONCH: The Benefit of No Credit Hours unit of measurement.

The state supports elementary and secondary education at an average of about 45 cents an instructional hour, community colleges at about $1.33 an hour, and colleges and universities at about $2.66 an hour.

I would suggest for the near term that we institute a clock hour unit that pays 85 percent of the cost of the program, the 15 percent additional to be charged and collected from the benefit receiver--either student, community agency, or company. I believe as a matter of personal bias that lifelong adult education should administratively be placed at the community college or college and university level, that we reimburse each hour of instruction for each pupil at $1.50 based on the rationale that decentralized low ratio courses of instruction will be costly and yet less costly than curricula that have high equipment requirements. Hence a course that met for 10 weeks, one hour a week, with 20 students attending would generate the following revenue: $300 of state support and $34 of tuition, the cost of instruction, $150 and other costs $30, thus leaving the net profit for other curriculum development at $154.

In future years, we must develop a system that ignores expenditures and concerns itself only with value added. This will be the subject of future remarks.

When they called on Dr. Russell G. Mawby for an educational foundation's views on continuing education, the planners tapped an especially rich source. Besides being president of the W.K. Kellogg Foundation, one of the most noted benefactors of educational programs, Dr. Mawby is an experienced leader in continuing education. His career includes service as an extension specialist for both Purdue University and MSU and as assistant director of the Cooperative Extension Service at MSU for eight years. With the Kellogg Foundation he rose from director of its agriculture division in 1965 to vice president-programs, vice president, and, in 1970, president. He received his doctorate in agriculture economics from MSU in 1959.

A FOUNDATION EXECUTIVE VIEWS THE FUTURE AND CONTINUING EDUCATION

By RUSSELL G. MAWBY

Thank you for the privilege of participating in this 13th Seminar for College and University Leaders in Continuing Education. When I was a member of the faculty here, I had the pleasure of participating in earlier sessions and found them to be professionally stimulating, as I am sure is the case for each of you.

The theme for this year's seminar, New Life Styles for Continuing Education, is certainly timely and up to date. I note that the last seminar's theme was social relevance. I know of no professional group more inclined than educators to coin new phrases, which rapidly rise in popularity and then fade into oblivion. I am confident that if we traced the themes back through 13 seminars, we would have a colorful documentation of the parade of educational jargon.

Some of you would realize that your program committee, in inviting me to be with you today, has selected a speaker deeply committed to the concept of continuing education, in its broadest dimensions.

First, the W. K. Kellogg Foundation, more than any other private foundation, is identified with continuing education. Very often this identity is with residential centers for continuing education, such as this Kellogg Center in which we now meet and nine others which our foundation has assisted at institutions in this country and in England. In each instance, the interest of both the universities and the foundation was with program, and only then with bricks and mortar. Each of our institutional grants for residential centers represented significant new dimensions in programming models for university-based residential continuing education. We are proud of these centers and their accomplishments, for their success is at least partially responsible for stimulating the development of more than 130 such centers at colleges and universities throughout the country.

But the residential center phase of the foundation's involvement in continuing education came in 1951. Actually, the continuing education interests of the foundation go back to our earliest days more than four decades ago. The first major activity of the foundation was the Michigan Community Health Program, involving seven counties in south-central Michigan in programs to improve health services and rural education. A major part of this activity involved continuing education and in-service training of professionals in education, medicine, nursing, dentistry, and public health; teachers and school administrators; trustees and school board members; and laymen involved in advisory councils and working committees.

The preoccupation of the foundation with the application of knowledge to the problems of people and communities ensures that continuing education be an essential part of many of our activities. The largest single grant of our foundation in the hospital field has been for continuing education activities under the leadership of the American Hospital Association. Other innovative efforts based on the validity of lifelong learning include such diverse examples as the Farmers Study Programs of this university, Pennsylvania State University, a group of California institutions, and Montana State University; and the Continuum Center for Women at Oakland University, another foundation-assisted effort to serve the continuing education needs of specific clientele.

And so continuing education has characterized many of the activities of this foundation through more than 40 years--and will in the years ahead.

Second, my thoughts regarding continuing education in the future are admittedly biased, because my personal life and career have been constructively influenced by university programs of continuing education. I grew up on a farm in western Michigan. Neither my father nor mother completed as much as eight years of formal schooling, but both appreciated education, knowledge, learning. My father's first job was as a hired hand on a farm, and some eight years later he realized the dream of every hired man when he bought a farm of his own. Very early he established contact with the county agricultural agent, and my mother became involved in home demonstration club activities. The Mawby kids were in 4-H Club work. These contacts with this university, through Cooperative Extension, made a difference in our way of life and our standard of living.

4-H first brought me to this campus at age 14. This, and subsequent experiences, crystallized my goal of enrolling at this university, and I subsequently became the first member of my family to graduate from college. With this background, it seems almost inevitable that the first significant chapter of my professional career should be with Cooperative Extension. So you will not be surprised that I am committed, as Paul Miller says--

> ...to the idea that learning by doing, and combining study with experience and service is necessary to the education of a responsible man and woman.
>
> ...to the idea that doing community adult education with imagination and a sense of enlargement is among the aims of the university.
>
> ...to the idea that technology and art, culture and industry, may be wedded for the improvement of all the people.

With you thus forewarned, let us proceed.

You as practicing professionals, better than I, can document the current status or situation regarding the concept of continuing education in higher education. I am sure prior speakers and your group discussions have addressed this question as well. To summarize succinctly, it seems generally agreed that:

(1) We are a learning society.
Change is one of the most pervasive characteristics of our times. We have come to recognize the vital role of learning in accomplishing and accommodating to change.

(2) Learning is for life, in all its aspects. Education is essential for all the various roles of the individual:
- for occupational proficiency, whether in the trades, the professions, or what have you;
- for civic competence in fulfilling democratic citizenship responsibilities;
- for avocational interests;
- for self-fulfillment goals in an increasingly complex world.

(3) Learning is lifelong, from the cradle through the twilight years, in myriad forms and circumstances. It's this lifelong dimension of learning to which institutions of higher education have found it most difficult to accommodate.

Education--in this instance, higher education--has a special place in our democratic society. Universities (I use the term here to include all institutions of higher education--two-year, four-year, graduate, public, and private) are conceived in our society as knowledge resource centers, with responsibilities in teaching, research, and service or extension. Typically, the teaching function of the university is defined too narrowly, usually relating essentially to students in residence, young in age, and in degree-oriented programs of study. If universities are to fulfill their educational potential in serving the needs and goals of society, they must define the teaching function more creatively. This leads us to the concept of continuing education in its broadest conceptual construct.

I realize that there are many forces which must be confronted. These include such realities as the financial considerations of funding higher education, usually involving some formula related to full-time equivalent enrollment; the constraints of self-created systems of accreditation and credentialing; the frequent discomfiture of the faculty in dealing with other than captive, post-adolescent students; and the reluctance of decision makers within the institution and beyond to condone non-traditional approaches to reaching educational objectives.

But I also sense a readiness today in academia to consider, explore, and test new concepts and approaches. This readiness is evident in such developments as the Carnegie Commission's report, "Less Time, More Options;" the Newman Report; the Commission on Non-Traditional Studies; and widespread interest in such ideas as the open university, the external degree, and a university without walls.

And so the time seems right--for a variety of reasons--for you as leaders in adult university/college-based continuing education to provide essential leadership for innovations in the teaching programs of your institutions. As a sympathetic but somewhat critical observer, it would appear that too often those with responsibilities in adult education, continuing education, university extension, or call it what you will, have drifted in the academic milieu, slightly apart from the main stream--generally little influenced by and little influencing the current of the institution's course--prone to shift responsibility to some mystic and allegedly disinterested third party: "If only they understood..." or "If they just gave us the money..."

But this vacuous situation, to whatever extent it may exist, can no longer be permitted by you and your professional peers, for the lot of continuing education lies with the lot of all higher education. And higher education is crying for the wisdom, insight, and creativity of all its people to recapture public confidence and to regain interrupted momentum.

Let me share with you now what to me as a foundation executive seem to be certain challenges in continuing education for the future. Foundations, by their nature and commitment, tend to be concerned with innovations, experimentation, pioneering efforts. We have a somewhat unique opportunity of being a part of significant developments in education and yet being somewhat apart from. Hopefully, this perspective will be helpful to you in your deliberations here. Among the challenges would seem to be the following:

(1) Creativity in institutionalizing the concept of continuing education.

No institution of higher education has really accepted the full implications of the concept of lifelong learning and done something about it--done something about it in terms of the organizational chart of the institution, the patterns of financing, the reward system for faculty, functional activities and relationships within the institution and with organizations beyond.

It is true that we have examples of efforts in this direction, but they are fragmentary and incomplete. We do indeed need comprehensive models of what might be described as a continuing education university.

To quote President Wharton of this institution: "Lifelong education is a facet of the educational enterprise which has been discussed for years but no single institution has ever made the intellectual investment necessary to effectively integrate this function into the university structure." Under President Wharton's leadership, and with a grant from our foundation, Michigan State University is now undertaking this task. I suspect Dr. Wharton may allude to this plan in his remarks this evening.

We need more such ambitious and comprehensive institutional efforts.

(2) Creativity in problem-oriented programs, in addition to the more traditional discipline-oriented approach.

Most problems which concern our society are complex, interrelated, multi-disciplinary, and diffuse; on the contrary, the solutions we contrive are usually highly specific, proscribed, and simplistic. This dichotomy between the nature of problems and solutions is a major source of frustration and failure. As examples, consider our concerns with health care delivery, with the viability of our local political institutions, with the efficacy of elementary-secondary education. Continuing education resources from throughout the university must be mobilized to deal in a comprehensive and adequate way with such issues.

(3) Creativity in work with the informal network of continuing education organizations. Here I mean voluntary agencies, service organizations, and community institutions such as libraries, museums, art centers, and churches. While it's true that continuing education activities of universities customarily include contacts with such entities as these, such inter-relationships are neither as systematic nor as comprehensive as they should be.

(4) Creativity in developing linkages between the formal (traditional

undergraduate and graduate) and informal teaching programs. Usually these teaching activities at the university exist side by side with virtually no interaction. Again, there are encouraging exceptions. Albion College has launched an innovative "Experiments in Relevance" program involving undergraduate students, continuing education participants from the community, and faculty. And I was pleased to note in the just-issued report of the All University Committee on Undergraduate Education at Western Michigan University a significant concern with continuing education as it relates to the undergraduate teaching responsibilities of the institution. Such inter-action between the formal and informal systems will be beneficial to teachers and learners alike.

(5) Creativity in inter-institutional arrangements, implying coordination and cooperation. Institutions of higher education must be less unilateral in their educational activities. Society will no longer tolerate the apparent inefficiencies of multiple, duplicative efforts. Better answers must be demonstrated in the roles and relationships of universities, four-year colleges, and community colleges--public and private--in meeting educational goals.

(6) Creativity in identifying specific target audiences in various settings. With some audiences, exemplary effort in continuing education can be cited; other audiences are virtually or absolutely unreached. No one would advocate that a university should be all things to all people. But should not institutions of higher education be charged with strengthening all of education--with creating new institutional forms if they are needed, nurturing them, preparing personnel, evaluating their effectiveness, and developing modifications that the educational needs may be better met?

(7) Creativity in the use of new technology in learning. Much has been made of new hardware and software available for teaching. Many impressive examples of experimental efforts can be cited. But characteristically, teaching tends to be more of the same old thing. The challenge in the utilization of new technology appears to lie with the human element.

My optimistic perception of continuing education for the future is based on two undergirding premises:

(1) That institutions of higher education, in fact, want to maximize their contributions to lifelong learning rather than persevere in tradition and the status quo. The evidence is encouraging (at last) that this may be the case. A glance to the health care field should be sufficient motivation. Unless creative leadership comes from within the

structures of education, others (usually in legislative circles) will be prompted or forced to design the blueprint and lay the forms.

(2) That leadership in meeting the challenge of lifelong learning will come from those experienced in continuing education--a part of the academic community often too modest, too hesitant and deferring, too prone to program logistics, too little inclined to seek the center of the academic arena. It would appear that a constructively aggressive stance is appropriate for adult educators, moving forward with not a plea for funds but a program for action--prompting faculty colleagues, convincing administrative leaders, and educating decision makers within the framework of the academic process to the urgency of innovations to transform the concept of continuing education to reality.

Well, I've not said much that's new. The problem in continuing education is that, when all is said and done, more is said than done. To put it in my boyhood vocabulary, "We know how to farm a whole lot better than we're farming." Most of the requests our foundation received in continuing education have goals of finding out more about a problem or of completing another study as a basis for possible action, rather than really doing something about it, based upon the wealth of knowledge and experience currently available to us.

With reference, therefore, to a systematic implementation of the concept of lifelong learning--the needs are apparent, we have the know-how for substantial progress, we need only get on with it!

Capping the list of speakers was MSU's Dr. Clifton R. Wharton, Jr., a major university's president who had been speaking out and doing things about lifelong learning. Since taking office in 1970, Dr. Wharton had become nationally known for challenging higher education to adjust to the new life styles in the nation and world. In his talk he cited the need for a study of innovations at a specific institution, hinting about a project which he was able to launch later in 1971, a task force study of MSU's continuing education efforts. Dr. Wharton, holder of a doctorate in economics from the University of Chicago, has had a career as a teacher, researcher, and specialist on the economic problems of developing nations, higher education, and United State foreign policy.

LIFELONG EDUCATION IN THE PLURALISTIC UNIVERSITY

By CLIFTON R. WHARTON, JR.

In today's modern world, one must begin with the basic premise that an institution of higher learning is not, or at least should not be, limited to the provision of an education to our youth. If one surveys the evolution of the role of higher education from its inception to the present, one must inevitably conclude that such institutions have never before been faced with stresses and fissures current in today's society.

On a number of previous occasions, I have discussed the concept of the "pluralistic university" which I see as necessarily emerging from the response of higher education to the changing needs and demands of society.

This evening I would like to examine of the most significant aspects of the pluralistic university--the need to develop a meaningful response in the broad area of lifelong education.

In the past, colleges and universities have always been more than transmitters of knowledge; they have also been the centers of the discovery of truth, its preservation, protection, and promotion. To be sure, the teaching function required the complementary role of developer and repository of knowledge. In all these functions, universities have also been indirect agencies of change. The real agent of change was the graduate--the young man or woman who became a leader imbued with the desire to pursue truth through empirical research and rigorous analysis in his future endeavors.

Central to this process has been the traditional view that the most effective agency for effectuating change in our continuing search for greater humaneness and civilization rested with our youth. Thus, the typical professor could comfort himself with the belief that ultimately his impact would be felt because his well-trained student would eventually assume the mantle of leadership and thereby influence the direction of man.

But this pattern of delayed impact is no longer completely applicable or valid. The rapidity with which changes in knowledge are taking place and the consequent intellectual obsolescence are only one part of the accelerating dynamism of our society. Our institutions must respond to these factors if they are to remain true to their social mission.

Therefore, a redefinition of education must be an integral part of the emerging and necessary revolution in higher education. The new world of educational technology--TV cassettes, cable TV, regional educational programming, national educational television programming--are part of this revolution. Lifelong education is a facet of the educational enterprise which has been discussed for years, but no single institution has ever made the intellectual investment necessary to effectively integrate this function into the university structure. However, the literature emerging from such groups as the Carnegie Commission suggests that faculty, legislators, businessmen, and the public may now be ready to accept the validity of such a concept.

For decades educators have spoken of education as a process centered upon skills and attitudes which are developed within the formal K-12 and on-campus higher educational structure. Whether or not this is adequate for even the elite of the college graduates in today's modern world is being increasingly questioned. Today we are faced with a set of social conditions which appear to demand more universal access to education and over longer periods of time--many claim for a lifetime. Sectors of society are with some justification questioning whether institutions of higher education are capable of the fundamental organizational changes necessary to respond and implement a lifelong educational system.

Higher education's current response to these pressures is lodged in the continuing and adult educational units on most major university campuses. However, the traditional continuing and adult education programs have served a rather limited clientele. Generally, the clientele tends to fall into four broad classifications:

(1) The upwardly mobile middle-class population who are seeking personal and professional educational experiences; (2) Highly motivated professional who views education as a vehicle for occupational advancement; (3) Public elementary and secondary teachers who are required to maintain currency; and (4) Professional organizations (academic and non-academic) and trade associations. More-

over, as one examines the curricula offerings of adult and continuing education units, it is apparent that they are a combination of degree and non-degree programs but within a fairly traditional course context.

Finally, and probably most importantly, the continuing adult education centers have not been fully integrated into the university structure. For example, here at Michigan State University we have a separate administrative unit responsible for coordination of continuing education's activities. Although there was a time when budgeting allotments were made to selected departments for regular continuing education responsibility, this pattern has disappeared. Thus, today when faculty from within the institution are involved in teaching courses, they can only be attracted by payment on an overload basis rather than as part of their normal academic responsibilities. The university finds itself in the inconsistent position of on the one hand hiring a full-time employee to work within the department, and on the other hand sanctioning the practice of a separate unit within the institution which hires these people on an overload basis. Therefore, Michigan State University shares with virtually all other universities the anomaly of a continuing and adult education program which serves only a limited clientele. Furthermore, it is unable to draw effectively upon the full array of university resources in order to respond vigorously to the most critical educational demands of our society.

Major New Forces Affecting Demand for Lifelong Education

During the post-World War II period, four major forces have been developing within our society which now are pressuring universities and directly affecting the demand for lifelong education.

First, the exponential explosion in knowledge within American society over the last 25 years is having a dramatic impact on our approach to vocational and professional education within the university. The current need is for updating in the professions and knowledge oriented occupations. For example, it has been generally accepted within engineering that the half life of an engineer's knowledge is approximately five years. Therefore, if he does not maintain his currency or return to the university for updating, he will find himself in the burgeoning ranks of the under-employed, unemployed, and unemployable. The Ph.D.s and engineers of the aerospace industry are but one dramatic example of the effect of obsolesence among highly educated professionals in our modern economy.

Secondly, the accelerating rates of technological and social changes are escalating the social stresses on the individual producing greater interdependency within the concomitant social systems which result. Our society has a rather unique opportunity to provide man with the time and energy to pursue interests beyond the mere securing of shelter and food. However, the potential trauma resulting from increased leisure time which is unstructured is dramatic. At the same time, we have a number of crises because of the interdependencies of man and his natural environment. The dichotomization of man and nature, and a subsequent ignorance of their interdependencies, was an unforeseen consequence of the accelerated technological and social change.

Thirdly, the change in societal values has sensitized American society to the need for decision-making processes which consider as a major variable the values of the people who compose that society. One of the primary reasons for the negative impact of technology on our society has been that decisions vis-a-vis the implementation of a new technology were based upon the single assumption that technology would in fact improve life. We are not confronted with the fact that this is not uniformly true. It is therefore necessary for our society to face such questions as "What are the quality components of life?" How do these differ among individuals? And, what trade-offs must be made to optimize each? A corollary is whether in the face of increasing technological growth we can maintain a humane environment for mankind in an urban technological society. The need for a value base which does in fact provide for a humane society is indeed central to the university's role and commitment in American society.

Fourth, the expanding group of educationally neglected individuals is altering not only the substance but also the vehicle upon which higher education has relied. New clientele will be added and new instructional models will be required. Higher education has traditionally focused upon the education of youth, the 18 to 24-year-old whose potential lay in the future. Today it is no longer adequate to educate the youth of our society and expect that educational experience to suffice for a lifetime. For in the 20 to 30-year interim between graduation and their rise to positions of influence, the fundamental values and knowledge of our society may have changed dramatically. Therefore, if higher education is to have an impact as a catalyst for change through the educational process, it will be necessary to address the multifarious clientele across a wide range of ages. For example, this includes such diverse groups as the disadvantaged--low-income rural, as well as inner-city population; the minorities; the obsolete--including labor, management, housewives and mothers, businessmen, and professionals; the distressed--such as veterans, widowed or divorced, unemployed or unemployable, criminals, and the physically handicapped; and finally, one of the least utilized manpower resources of our society, the elderly--retired and semi-retired, a yet untapped area.

The Need for Institutional Innovation

While the need for lifelong educational opportunities may be obvious to many of us, the more fundamental question which must be addressed is how shall institutions of higher education respond. Various regional and national efforts are currently directed at this issue such as the Commission on Non-Traditional Study and the Notre Dame Task Force. These attempts hold promise of identifying potentially innovative and imaginative approaches. What is lacking, however, is a study and a test of various innovations at a specific institution, and of the restructuring necessary to implement the new approaches within an institution. At the institutional level, the basic goal must be a restructuring and a redefinition of the entire adult and continuing education, cooperative extension, and other off-campus activities in such a fashion that the manpower, knowledge, and financial resources of a university are consciously and selectively focused as an integral part of the other primary functions of the university.

This view is substantiated by the soon-to-be-made-public recommendations of MSU's Presidential Commission on Admissions and Student Body Composition. From its extensive investigations and deliberations, this group of 25 faculty, students, alumni, and members-at-large concluded that we must conduct a careful study of how to meet our obligations of providing lifelong education. We plan to use the commission's specific findings as a touchstone for a new look at our entire continuing education activities. The specifics of our response will become apparent in the next few weeks after the report of the Admissions Commission is released to the public.

I am convinced that a rapidly changing world demands that the university aspiring to greatness and valid educational service must weave a commitment to lifelong education through the entire fabric of the institution.

There are, it seems, three questions which must be answered before lifelong education can become an integral part of the college and departmental structure of a university such as Michigan State:

(1) What are the societal needs and who are the clientele? (2) What presently exists in the way of programs and manpower resources at an institution in order to respond? (3) How should one organize the enterprise to achieve integration into the academic structure of the University?

By my earlier reference to the "educationally neglected," I have identified at least a portion of the potential clientele in the State of Michigan. Others will certainly be identified as one proceeds and continues to experiment.

In examining the second question, let me cite Michigan State University as a specific instance where one can discover a myriad of resources and formal programs outside of the manpower in the traditional colleges of Arts and Letters, Social Science, Natural Science, and Agriculture. The professional colleges such as Education, Business, Medicine, Engineering, and Veterinary

Medicine represent one of the greatest potentials in the area of continuing professional education. In addition, MSU has already existing facilities and services such as the Kellogg Center, TV and Radio (WMSB and WKAR), library, computer facilities, Instructional Media, Engineering Instructional Services, Human Learning Research Institute, Agricultural Experiment Station, Center for Environmental Quality, Institute for Water Research, Institute of Biology and Medicine, Continuing Education, Cooperative Extension, Center for Urban Affairs, Mott Institute for Community Improvement, Institute for Community Development, and the Center for Rural Manpower and Public Affairs.

Having answered the easiest of the three questions, each university must then face the issue which has plagued every educational leader when he has attempted to expand beyond the historic commitment to undergraduate and graduate education research. Nevertheless, once a program model and clientele have been identified, the university must respond internally by refocusing and marshalling present institutional resources to facilitate lifelong education. Complementing this must be the development of a faculty-staff reward system which puts lifelong education in perspective vis-a-vis the other primary functions of a university. But without a commitment from the trustees and top administrative officers, these realignments will never take place. In the past, many valid ideas have been doomed to failure because policy makers and administrators were unwilling to wrestle with the question of resources and the reward system.

Since Michigan State University cannot alone meet all the requirements of lifelong education in the State of Michigan and cannot be all things to all people, other external relationships are particularly important. A relationship with private colleges, community colleges, and public universities in the State of Michigan is essential to any successful outreach program under the aegis of lifelong education.

Michigan State University and all of higher education undoubtedly will continue to address much of its resources to providing education for the post-high school population in a framework which encourages the individual to educate himself. However, we urgently need new prototypes or experimental models in the area of lifelong education including both degree and non-degree programs. Colleges and universities are still the major knowledge resource centers in our society, but their full energies have not been adequately harnessed for this task. We are still utilizing the outmoded model of continuing education as an adjunct of the university. We must avoid any development of lifelong education in a similar fashion. I believe that lifelong education must become an integral part of the university. We must promote lifelong education within a pluralistic university.

In conclusion, I am convinced that one of the greatest challenges facing higher education in the years ahead lies in the area broadly defined as lifelong education. Similarly, I am persuaded that all of higher education must undergo major alterations and revisions in content, approach and organizational structure in the next two decades if we are to respond meaningfully to these increasing demands and needs. Our historic vehicles such as continuing education, extension and adult education, undergraduate education and graduate education simply will not provide us with the organizational models to effectively respond to the needs of our emerging society. In my opinion, the great universities of the 1980s and 1990s will be the institutions which anticipated the need, committed themselves and then marshalled their resources to meet the needs of society. This implies a willingness to take risks and invest both manpower and financial resources in new endeavors, building on historic strengths but ever conscious of changing needs. History, and even more importantly, the society will hold us accountable for our efforts. We can afford no less than a full and comprehensive response, and we cannot begin too soon.

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